DOCUMENT RESUME

ED 183 730 **CE 023 980**

AUTHOR	Sherron, Ronald H.
TITLE	A Longitudinal Study of Adult Basic Education in Virginia, 1970-1978.
INSTITUTION	Virginia Commonwealth Univ., Richmond. School of Education.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE	Sep 78
NOTE	218p.; Pages with broken type will not reproduce well.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Academic Achievement; Administrator Characteristics; *Adult Basic Education; Adult Students; Ancillary School Services; Basic Skills; *Educational Assessment; Enrollment; Enrollment Trends; Followup Studies; Instruction; Minimum Competency Testing; Profiles; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; School Demography; School Districts; Scores; State Programs; State Surveys; *Student Evaluation; Tables (Data); Teacher Characteristics
IDENTIFIERS	Adult Performance Level; Virginia

ABSTRACT

A statwide evaluation study of Adult Basic Education (ABE) in Virginia was conducted during the 1977-78 school year and its findings compared to those of a 1970-71 study. The program factors addressed include the following: actions taken on the 1970-71 recommendations; student personnel services; instructional programs; curriculum design; the demographic characteristics, educational background, professional experience and job activities of the local ABE supervisor, teacher, and counselor; and the profile and Adult Performance Level (APL) Survey results for ABE students. The findings indicated that action has been taken on thirty nine of the seventy-five state-level recommendations made in the 1970-71 study. Many of the recommendations will take years to fully implement but progress is being made on most of them. Seventy-five percent (an increase of 12 percent since 1970) of the ABE supervisors indicated that their teachers did not have access to a trained counselor. There has been a slow but progressive growth in student enrollment since 1970. Currently, 89 percent of the teachers versus 87 percent in 1970 use heterogenous grouping within their classes. A good variety of instructional techniques are being used. The major shift since 1970 is a 10 percent decrease in field trips. The average score of 25.54 of the 6,251 students who took the APL Survey indicates that their level of functional competency is below average. (This report includes recommendations following each finding and 100 tables.) (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183730

A LONGITUDINAL STUDY OF ADULT BASIC EDUCATION IN VIRGINIA 1970 - 1978

Ronald H. Sherron
Evaluation Project Director

School of Education
Virginia Commonwealth University
Richmond, Virginia

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W.M. Moore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 023 980

September, 1978

PREFACE

This study was conducted as a Special Demonstration Project, funded under Section 309 of The Adult Education Act, Title VI, P.L. 89-750, administered by the The Adult Education Service, Department of Education, Richmond, Virginia. It is a longitudinal study over an eight year period that replicates the first State-wide Adult Basic Education Evaluation conducted in 1970.

It is remarkable that a program so inadequately funded, nationally and locally, has made the progress indicated. The progress shown in this study is a tribute to the conscientiousness and creativity of the state and local level ABE staffs. Many areas need attention, and numerous recommendations from the first study have received "no action". The recommendations made herein are long-range and will require several years to accomplish, but they do provide ample data for future program planning.

Some of the data is probably biased and unrepresentative of specific local programs, especially those who chose not to participate in the study. The returns, however, were adequate to present a general picture of Adult Basic Education in Virginia. It is hoped that state and local level ABE personnel will benefit from the data in the study and that ultimately the focus of our efforts, the adult basic education student, will receive better educational opportunities.

A nation and its people are judged by its values. When literacy is properly valued and supported, the undereducated adult will begin to receive adequate assistance. The current ABE effort is a bandaid on a national cancer.

The author gratefully acknowledges all of the state and local personnel who contributed valuable time and information to this study. Special thanks is given to Dr. Dennis Kinlaw, Research Associate, who assisted in all phases of the study, wrote sections of the report and designed the local self-study model. Dr. Carroll Londoner assisted in the analysis and presentation of the State Level Program Growth and Organization and Administration sections. Ms. Carroll Irons and Ms. Elizabeth Watson prepared the manuscript.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	General Design	1
	Specific Design	1
	Project Objectives	2
	Results Expected	2
	Population Studied	3
	Time Schedule	3
II.	DATA ANALYSIS AND RECOMMENDATIONS	10
	Data Collection Summary	10
	State Level Factors	13
	Actions Taken on 1970-71 Recommendations	14
	Discussion of Progress on 1970-71 Recommendations	46
	State Level Concerns	58
	State Staff's Assistance	62
	Student Personnel Services	62
	Instructional Program	67
	Curricula Design	76
	Local Program Factors	83
	School Division Superintendents	83
	Local ABE Supervisor	90
	Local ABE Teacher	101
	Local ABE Counselors	113
	ABE Student	122
	Adult Performance Level Survey	122

ABE Student Comparative Survey Data 135

Program Promotion 156

Local Instructional Program 163

Student Personnel Services 164

Program Evaluation and Review 175

APPENDIX

A. Self-study Model 178

B. Tables of APL Survey Data Results 190

LIST OF TABLES

TABLE		PAGE
1.	Populations, Groups, and Samples	4
2.	Data Returns Summary	11
3.	Percentage of Total Staff Time Allocated to Various Programs	51
4.	ABE Project Supervisory Regions 1977-1978	52
5.	Percentage of Total Professional Staff Time Allocated to ABE Program Activities	53
6.	Summary of ABE Supervisors Ratings of the State Staff's Assistance in Specified Program Areas	63, 64
7.	Comparison of 1970-71 and 1977-78 ABE Supervisors Ratings	65
8.	Specific Student Personnel Services in Local ABE Programs	66
9.	Fiscal Year Federal Grant Awarded	71
10.	Distribution of ABE Classroom by Facility Type	73
11.	Summary of ABE Supervisors Ratings of Specified Classroom Facilities	75
12.	Instructional Calendar Preferences of ABE Supervisors and Teachers	76
13.	Initial Student Enrollment Dates	77
14.	Summary of Study Daily Attendance Pattern	78
15.	Distribution of Students in Specified Instructional Levels	79

TABLE		PAGE
16.	Average Percentage of Time Per Week Students Engage in Specified Instructional Techniques	80
17.	Summary of In-Service Training Program Ratings	81
18.	Percentage of Participants in Various Types of In-Service Training	82
19.	School Division Superintendent Age Distribution	84
20.	College Training	84
21.	Years Public School Experience	85
22.	Summary of Years in Current Position	85
23.	ABE Supervisors Age Distribution	90
24.	Marital Status and Racial Distribution of Local ABE Supervisors	91
25.	Summary of ABE Supervisors College Training, State Certification and Graduate Adult Education Courses .	92
26.	Summary of ABE Supervisors Certificate of Endorsement .	93
27.	Source of Initial Contact with ABE Program	95
28.	Summary of ABE Supervisors Length of Service in Current Positions	96
28a.	Current ABE Supervisors Prior Adult Education Work Experience	97
29.	Distribution of the Number of Hours Allocated Per Month to ABE	97
30.	Average Percentage of ABE Supervisor's Time Allocated to Specific Program Activities	98

TABLE		PAGE
31.	Summary of the Types of Personnel Employed	99
32.	Distribution of Local ABE Staff Meetings by Schedule Type	100
33.	ABE Teachers' Age Distribution	102
34.	Marital Status and Racial Distribution of Local ABE Teachers	103
35.	Summary of ABE Teacher's College Training, State Certification and Graduate Adult Education Courses	104
36.	Summary of ABE Teacher Certificate Endorsements . . .	105
37.	Primary Occupations of Local ABE Teachers	106
38.	Sources of Initial Contact with ABE Program	107
39.	Summary of ABE Teacher Length of Service in Current Position	108
40.	Distribution of ABE Teachers Years of Public School Experience	109
41.	Distribution of the Number of Hours Allocated Per Week in the ABE Classroom	110
42.	Average Percentage of ABE Teachers' Time Allocated to Specific Program Activities	111
43.	Distribution of ABE Teacher Contacts with the ABE Supervisor	112
44.	Marital Status and Racial Distribution of Local ABE Counselors	113
45.	Summary of ABE Counselors' College Training, State Certification and Graduate Adult Education Courses	114

TABLE PAGE

46. Average Percentage of ABE Counselors' Time Allocated to Specific Program Activities 116

47. ABE Teacher-Aides and Instructional Assistants Age Distribution 118

48. ABE Teacher-Aides and Instructional Assistants Educational Achievement Levels 118

49. ABE Para-professionals Distribution of Months of Experience in Local Programs 119

50. ABE Para-professional Distribution of Number of Hours Worked Per Week 120

51. Frequency of ABE Program Duties Performed by Teacher-Aides and Instructional Assistants 121

52. Distribution of Items Across APL Matrix 123

53. Percentage of Students Choosing the Correct Response to Each Item for the Total Sample and for Subsamples by Geographic Region 127

54. Summary Statistics Based on Individual Responses by Geographic Region 128

55. Score Ranges Associated with Class Mean Ratings for Content Areas and Skills and for the Total Survey by Geographic Region 129

56. Score Ranges for Total Norming Sample (N=2,853) . . . 130

57. Comparison of Percentage Correct from State, ABE Program, and Adult Learning Center on APL Survey 133

TABLE PAGE

58. Comparison of Mean Ratings of State, ABE Program, Adult Learning Centers and DIAL Centers 134
59. Distribution of ABE Students' Ages 136
60. ABE Students' Marital Status and Racial Distribution 136
61. Distribution of Number of ABE Students' Dependent Children 137
62. ABE Students' Earnings and Their Families' Combined Yearly Income 138
63. Current Work Status. 139
64. ABE Students' Reasons for Non-Full-Time Employment . 140
65. ABE Students' Occupational Skills and Experience Classifications 141
66. Distribution of Location of Students' Homes 143
67. Distribution of ABE Students' Residence Moves Within a Five Year Period 143
68. Parents' Level of Educational Achievement 144
69. Distribution of Students' Highest Grade Level Achieved Prior to ABE Enrollment 145
70. ABE Students' Number of Years Separation from School to ABE Enrollment 146
71. ABE Student's Reasons for Leaving Public School System 147
72. ABE Students' Post Public School Training Experience 149

TABLE		PAGE
73	Distribution of ABE Students' Preferences for Specific Types of Post ABE Training	150
74	Students' Means of Transportation to the ABE Program	151
75	ABE Students' Cumulative Hours Attendance	152
76	Summary of Students' Grade Level Achievements in Reading and Mathematics	153
77	ABE Personnel Completing Student Data Sheets	154
78	Summary of ABE Staffs' Ratings of the Students' Current and Overall Progress	155
79	Summary of the ABE Supervisors' and Teachers' Ratings of Local Community Support and Attitude .	157
80	Summary of School Divisions' Attitude and Support . .	157
81	ABE Teachers' Student Recruitment Contacts Per Month	159
82	Distribution of Sources of Student Information About the ABE Program	160
83	Summary of ABE Students' Access to Mass Media	161
84	Summary of ABE Teachers' Reasons Why More Adults Do Not Enroll in ABE Programs	162
85	Summary of Supervisors' and Teachers' Ratings of Instructional Program Factors	165 & 166
86	Types of Tests Used in Local Programs	167
87	Valid Sources of Initial Course Placement Data . . .	168
88	Summary of ABE Supervisors' and Teachers' Ratings of Local Job Placement Activities	170

TABLE		PAGE
89	Summary of ABE Teachers' Efforts to Encourage Absentees and Drop-Outs to Continue Their Enrollment	172
90	ABE Supervisors' and Teachers' Cumulative Number of In-Service Training Sessions Attended	172
91	Summary of ABE Supervisors' Rankings of In-Service Training Priorities	174
92	APL State Report by Content	191
93	APL State Report by Skill	192
94	APL ABE Program Report by Content	193
95	APL ABE Program Report by Skill	194
96	APL Learning Center Report by Content	195
97	APL Learning Center Report by Skill	196
98	APL DIAL Center Report by Content	197
99	APL DIAL Center Report by Skill	198
100	APL Survey Cumulative Statistics	199

A LONGITUDINAL STUDY OF ADULT BASIC EDUCATION IN VIRGINIA 1970 - 1978

CHAPTER 1

INTRODUCTION

General Design

This longitudinal study was funded as a 309 Special Project by the Virginia State Department of Education, Adult Education Service. In 1970-71 Virginia Commonwealth University conducted the first Virginia State-wide Adult Basic Education (ABE) evaluation. The study was basically a descriptive study of the current condition of ABE. Although one time description studies are valuable, they do not indicate change or growth over time. One of the major purposes of this study was to compare the current data with the previous findings of 1970-71.

The same instruments administered in 1970-71 have been repeated. In addition, the newly developed APL Survey of the American College Testing Program was administered to a random sample of ABE students. This will evaluate the current status of Virginia's ABE students on five essential content areas and five skill areas. The results from this phase of the study will provide essential baseline data for the future implementation of APL curricula materials and methods.

Specific Design

The project's objectives, results expected, populations studied, time schedule, and other design factors will be discussed in this section.

Project Objectives. The project was designed to accomplish the following objectives:

1. To appoint a State-wide ABE Evaluation Advisory Committee to advise and assist in the identification of appropriate evaluation data sources and techniques;
2. To design and implement a State-wide program evaluation to be conducted during the school year of 1977-78;
3. To assist local programs in developing a self-study evaluation specified as Phase I in the priority listings;
4. To provide a model evaluation design for local self-study use which includes appropriate instruments for self-study data collection;
5. To conduct a representative State-wide assessment of each school district's ABE students utilizing the American College Testing Program's APL Survey;
6. To computer analyze the State-wide data collected with appropriate statistical tests;
7. To prepare a comprehensive evaluation report on all phases of ABE program operation;
8. To disseminate the evaluation findings and recommendations in the form of a printed report and to summarize and discuss the findings at appropriate meetings, e.g., Dissemination Conference 1977-78.

Results Expected. The evaluation objectives when accomplished should provide the following results:

1. Each local program will benefit from conducting a self-study by focusing their attention on essential program factors and by becoming familiar with a self-study model which can be subsequently used for internal on-going evaluation.
2. Valuable data will be collected and analyzed for decision making on the local and State levels.
3. Growth or decline can be measured from the first State-wide evaluation conducted in 1971. Valuable longitudinal trends can be noted at the State and local levels.
4. Independent comparisons can be made between geographic regions, school districts, and supervisory areas.
5. Baseline data can be obtained for the first time on the students' APL skills. This will facilitate the later implementation of APL curricula and methods, if desired.
6. The overall efficiency of the State and local level programs will be increased as a result of the actions taken in regard to the evaluation process and final report.

Population Studied. Table 1 presents the various populations studied and the initial sample sizes. Actual returns will be reported in the Data Analysis section.

Time Schedule. The following schedule was used to plan and implement the project's major phases:

Date	Activity
July 1, 1977	Project Funded
July-August 30	Appoint Advisory Committee
	Design Phase I Self-Study Model and Instruments

Table 1. Populations, Groups, and Samples

Population Description	Sample Size
Phase I - Outside Evaluation	
1. State Department Personnel	All
2. Local ABE Supervisors	All
3. Learning Center Coordinators	All
4. DIAL Center Coordinators	All
5. ABE Teachers	25% Random Sample (or 150 minimum)
6. ABE Counselors	All
7. Para-Professionals	50% Random Sample (or 100 minimum)
8. ABE Students	10% Random Sample (or 2000 minimum)
Phase II - Self Study	
1. State Department Personnel	All
2. Superintendents of Local Participating and Non-Participating School Divisions	All
3. Local ABE Supervisors	All
4. Learning Center Coordinators	All
5. DIAL Center Coordinators	All
6. ABE Teachers	All
7. ABE Counselors	All
8. Para-Professionals	All
9. ABE Students	All

Date	Activity
September-December 30	Conduct Phase I Self-Study
	Plan Phase II Outside Evaluation and Develop Instruments
January-March 30	Conduct Outside Phase II Study
April 1 - April 30	Analyze Data
May - May 30	Prepare Evaluation Report
June 1 - June 15	Print and Disseminate Report
June 15 - June 30	Prepare Final Project Report

Staff. This project was conducted with the existing staff of the Adult Education Program and the following personnel:

Research Associate (1) Full Time

This is one of the key positions of the project. This person will work under the direct supervision of the Project Director and will have the following duties and responsibilities:

1. Participate in planning, implementation, and reporting stages of evaluation;
2. Assist in instrument design;
3. Coordinate self-study activities of local programs, including on-site visitations for implementation of design;
4. Work closely with project personnel to coordinate data processing;
5. Assist in data presentations and analysis;
6. Write portions of the formative and summative reports;
7. Design and implement appropriate dissemination activities, e.g., quarterly reports, formative reports, final summative report, and workshop activities, if any.

Research Associate - Qualifications

1. Masters Degree or greater in an appropriate field, e.g., Adult Education, Educational Research, Educational Psychology, Guidance and Counseling, Community College Education;
2. Experience as an Adult Educator preferably in Adult Basic Education. Highly desirable to have knowledge of State and local level operations;
3. Ability to design evaluation instruments and procedures. Knowledge of current evaluation techniques. Familiarity with Stake's model.
4. Ability to analyze, synthesize, and communicate research findings both orally and in writing.

Clerk Typist (1) Full-Time

Computer Programmer (1) 10 days

Statistician (1) 14 days

Psychometrician (1) 30 days

Evaluation Advisory Committee. The Evaluation Advisory Committee shall be appointed by the Project Director. Mr. [illegible] Moore, State Supervisor of Adult Education, will recommend members to represent the State office and local programs.

Committee Representation. The following members shall constitute the Evaluation Advisory Committee:

Dr. Ronald H. Sherron, Chairman - VCU (1)

Dr. Carroll A. Londoner - VCU (1)

Research Assistant	- VCU (1)
State Department Representative	- State Department (1)
Regional Representative	- State Department (1)
Administrator	- Local Program (1)
Teacher	- Local Program (1)
Student	- Local Program (1)

Meeting Schedule. Upon appointment, the Chairman will call a planning meeting prior to the final evaluation design, probably in July, 197[illegible]. The Committee will meet a minimum of three times and more if necessary. The second meeting will be upon completion of Phase I - Self Study and prior to the second phase State-wide evaluation. The final meeting will be pior to the final dissemination phase.

Committee Responsibilities. The Committee will operate on a democratic basis with majority rule on issues requiring a vote. The members will be expected to:

1. Advise the project in instrument design;
2. Appropriateness of scheduling;
3. Factors to include in evaluation;
4. Selection of criteria and standards for judging results;
5. Recommend administrative and dissemination procedures;
6. Other duties as appropriate.

Coordination and Dissemination. Close liaison was maintained with the State Supervisor and his staff. Representatives of the State staff were included on the Evaluation Advisory Committee. All procedures and instruments were submitted for approval to the Advisory Committee and

to the State Department. Crucial correspondence and other communications with the local programs were routed through the appropriate State Department Area Supervisors.

Formative reports identifying immediate findings and recommendations were made as Phase I Self-Studies were completed. The Final Summative Report will be submitted to the State Department with sufficient copies for all participating programs. The State Department staff supported the evaluation by the following activities:

1. Communication and liaison with local program personnel, i.e., superintendents, principals, ABE supervisors, teachers, instructional aides, counselors, learning center coordinators and students;
2. Review and consultation in regard to evaluation procedures and criteria;
3. Critical review of data collection instruments;
4. Collection and summation of State and local level program data;
5. Dissemination of periodic and final evaluation reports and recommendations.

The final report will be delivered to the State Department, Adult Education Service. Adequate copies will be provided for distribution to all local participating programs and agencies. The State Department will initiate appropriate procedures for review, dissemination and implementation of the study's acceptable recommendations. Project staff will attend the Annual Dissemination Conference and report results as requested. AFL

Survey results will be returned to each local program for use in conducting their own self-studies and program planning.

Instrumentation. Data was collected on the populations described in Table 1, page 4 by a variety of means.

Adult APL Survey. This survey is a forty-item instrument designed to measure five content areas: (1) Community Resources, (2) Occupational Knowledge, (3) Consumer Economics, (4) Health, and (5) Government and Law, in terms of five skill areas: (1) Identification of Facts and Terms; (2) Reading; (3) Writing; (4) Computation; and (5) Problem Solving. The items are real-life situations encountered by adults. The survey is untimed and provides a measure of general functional competence. The results are reported as: Above Average, Average and Below Average.

Other Instruments. The addition to the APL Survey, a number of instruments were designed by the project staff. Checklists, Interview Guides, Questionnaires and Summary Sheets were used to collect data from the staff, students, and existing records both locally and at the State level. Copies of all instruments are included as Appendix B.

Data Processing. The collected data was keypunched and analyzed by computer with programs written in consultation with the project staff, University programmers and statisticians. The APL Survey was scored and analyzed by the American College Testing Service. Summary Reports with national and local norms were provided for each local program and the total State.

CHAPTER II

DATA ANALYSIS AND RECOMMENDATIONS

This chapter will present the results of the study with recommendations immediately following the discussion of each program factor. The data presentation will have two major divisions: State Level and Local Level.

Data Collection Summary

The numbers and percentages of returns from the various populations studied are indicated in Table 2, page 11. The total populations were used for all groups except the Para-Professionals (50% random sample) and the ABE students (10% random sample). The total returns, Table 2, from the survey portion of the study were eighty-two (82) percent. Twenty-seven (27) percent were incomplete and eighteen (18) percent did not respond. The non-respondents were contacted by letter and telephone. In addition, the State Department was given a list of non-respondents in order to have the Assistant Supervisor encourage their participation in the study. The following data forms were not returned before the data processing deadline from the school divisions listed:

(Please note that the lists indicate that we did not receive the noted form from anyone in the listed school district -- i.e., if there are two Supervisors, one LC and one ABE, and both did not return the Supervisor's Questionnaire then the school division is listed.)

Table 2. Data Returns Summary

Questionnaire	Sent Out	Returns				Total Returns		No Reponse	
		Complete		Incomplete					
		N	%	N	%	N	%	N	%
ABE Teachers	617	252	41	175	28	427	69	190	31
Teacher Aides	130	63	48	40	31	103	79	27	21
Student Data Sheets	2,093	1,108	53	626	30	1,734	83	359	17
Student Interview Guides	2,093	1,161	56	588	28	1,749	84	344	16
APL Survey	2,096	1,251	60	551	26	1,802	86	294	14
ABE Supervisors	97	61	63	4	4	65	67	32	33
DIAL Program Supervisors	6	2	33	1	17	3	50	3	50
Learning Center Supervisors	21	11	52	2	10	13	62	8	38
School Division Superintendents	143	93	65	1	1	94	66	49	34
ABE Counselors	21	10	48	9	43	19	91	2	9
GRAND TOTALS	7,317	4,012	55	1,997	27	6,009	82	1,308	18

Supervisors: ABE, Learning Center, and Dial Programs	School Division Superintendents		General Questionnaires (no response to any)
Albemarle	Albemarle	Spotsylvania	Albemarle
Amherst	Allegheny	Tazewell	Botetourt
Arlington	Amelia	Westmoreland	Chesterfield
Craig	Arlington	Wythe	Craig
Franklin	Bedford	York	Lunenburg
Frederick	Bland	Colonial Beach	Montgomery
Goochland	Buckingham	Fries	Prince Edward
King George	Charlotte	West Point	Pulaski
Lunenburg	Dinwiddie	Alexandria	Scott
Montgomery	Floyd	Bedford	Tazewell
New Kent	Franklin	Chesapeake	Warren
Powhatan	Hanover	Emporia	Washington
Prince Edward	Highland	Fairfax	Fredericksburg
Prince George	Isle of Wight	Lynchburg	Staunton
Prince William	James City	Petersburg	
Pulaski	King George	Radford	
Scott	Lancaster	Salem	
Smyth	Lee	South Boston	
Tazewell	Loudoun	Staunton	
Warren	Nelson	Suffolk	
Washington	Orange	Virginia Beach	
Wise	Pittsylvania	Williamsburg	
Wythe	Powhatan	Reh. Sch. Auth.	
Bristol	Prince William	Central State	
Fredericksburg	Russell		
Harrisonburg			
Hopewell			
Portsmouth			
Richmond			
Roanoke			
Staunton			
Suffolk			
Virginia Beach			

In general, the State Department and local programs personnel were most cooperative in supplying the data requested.

Recommendation - Local

Program evaluation should be a responsibility of the ABE Supervisor. The time and effort required to conduct local self-studies and to

participate in State-wide outside evaluations should be recognized and allowed for in terms of work load and compensation. Many of the non-respondents indicated that with their current work load it was impossible to do the extra task required by the evaluation.

All members of the local staff should share the responsibility for on-going self-study. Data collection forms should be kept routinely so that evaluation becomes an on-going process rather than a retrospective search or current crisis.

Recommendation - State

The State Adult Education Service should insist on local self-study as a pre-requisite for program planning and funding. The importance of participation in State-wide studies should be emphasized and a closer follow-up of non-respondents should be made. If the State Department presents the attitude that participation is voluntary or nice but not essential, then the local programs will certainly assign evaluation low priority.

State Level Factors

The State level portion of the evaluation focused on the progress made on the seventy-five (75) recommendations made in the 1970-71 evaluation report. The Evaluation Advisory Committee and the project staff felt this was a crucial aspect of the longitudinal study.

A meeting was arranged with the State Supervisor of Adult Education and his four Assistant Supervisors. The purpose of the meeting was to request data on the following items:

1. Progress Report on Previous Evaluation Recommendations.
2. Divisional Organizational Structure
3. Procedures for Setting 309 Funding Priorities
4. Monitoring Procedures for 309 Funding.
5. State Level Program Promotion.
6. Curricula Materials Evaluation.
7. Adult Education Teacher Certification and Endorsement.
8. State Level Concerns, Recommendations, etc. that should be included in the evaluation report.

The requested data was subsequently collected and given to the evaluation team. Presentation and discussion of each factor will follow.

Actions Taken on 1970-71 Recommendations

STATE PLAN:

Recommendation: The Virginia State Plan for Adult Education should be revised and up-dated to reflect legislative, organizational and administrative changes that have occurred.

Action: The State Plan has been up-dated to reflect organizational and administrative changes.

Recommendation: The State Plan purposes should be restated in more detail and include specific program objectives that are in measurable student behavioral terms.

Action: The Virginia State Plan now includes a section on goals, objectives, and strategies covering a five-year period. These goals, objectives and strategies are up-dated each year.

Recommendation: The organization should be restructured to show distinctions between assistant supervisors in the field and

those attached to the State office. Provisions should be made to indicate staff and line relationships between and for counselors, teachers, learning laboratory coordinators, assistants and para-professional aides, etc. Statements should be made describing their specific duties and responsibilities. Detailed job-descriptions should be developed for all ABE personnel.

Action: Job descriptions have been developed to show distinctions between assistant supervisors in field offices and State offices. Position descriptions for local ABE staff have not been developed. This activity has been left to the discretion of the LEAs.

PERSONNEL:

Recommendation: Specific qualifications should be established for each staff position in the ABE program. These should be written in detail to provide guidelines for local program staffing and to prevent unqualified and inappropriate personnel being employed.

Action: Staff qualifications are outlined in the State Plan. Local job descriptions are left to discretion of LEAs.

Recommendation: Graduate level training, when required, should be in adult education or a closely related field. Certification as required should be in an area highly related to the curriculum area and students being taught. Merely requiring certification is inadequate. Ideally, certification in adult education will become possible. Practically certification in such areas as reading, mathematics, speech, English, guidance, social studies, vocational and special education would be preferable.

Action: No action taken on teacher certification.

STATE ADVISORY COMMITTEE:

Recommendation: A State Advisory Committee should be appointed. In addition to the qualifications stated in the State Plan, the committee should have geographical and target population representation.

Action: No State Advisory Committee has been appointed.

LOCAL ADVISORY COMMITTEE:

Recommendation: All existing programs should be strongly encouraged to appoint advisory committees. The State Department should communicate the advantages of an advisory committee by example and written statements. All future programs should be required to appoint an advisory committee in the initial planning phases and prior to program funding and implementation.

Action: No action.

CRITERIA AND PRIORITIES FOR APPROVAL OF LOCAL PROGRAMS:

Recommendation: Criteria performance standards should be specified and instruments developed to collect and measure the degree of attainment. This data should be analyzed and synthesized to provide program performance rankings and ratings that provide for relative comparisons among and between programs. This data would supplement the subjective observations, opinions, and feelings of the State Department staff and provide additional important information for funding and administrative decisions.

Action: A new data collection system has been developed and computerized which provides program information via computer printouts for comparing

program activities. Goals and objectives are now written into the State Plan and provided LEAs. Degree of achievement is analyzed each year and reported to USOE.

COOPERATIVE ARRANGEMENTS WITH STATE HEALTH AUTHORITIES:

Recommendation: Procedures should be implemented to provide eye and ear examinations during initial student enrollment and orientation periods. Ideally, chest x-rays and innoculation records should be established. Tests for communicable diseases should also be conducted. The procedures could be integrated in health education and home and family life study units.

Action: No significant change, however, some larger LEAs are providing some service in terms of eye examinations.

COOPERATION IN ANTI-POVERTY EFFORTS:

Recommendation: Extra efforts should be made to establish cooperative arrangements with more vocational-technical schools, community colleges and senior colleges and universities. These educational institutions offer a powerful resource in personnel and facilities that should be utilized in local programs. A resource list of private foundations with interest in anti-poverty and educational efforts should be established and proposals made for foundation involvement and support.

Action: Cooperative arrangements have been developed with VCU, VPI&SU, Madison, and several community colleges. A directory of resources and referral agencies has been developed for use by LEAs.

SPECIAL PROJECTS, TEACHER TRAINING AND RESEARCH:

Recommendation: A portion of the ABE program budget should be reserved for grants to public and private non-profit agencies for special projects, teacher training and research. A list of objectives and priorities should be established in each of the three categories. Decisions should be made in regard to which of the objectives can be accomplished by the State and local level personnel. Competitive proposals should be solicited from interested agencies and institutions to accomplish the remaining objectives that are judged beyond the scope and resources of the State and local level programs.

Action: Under Section 309 of the Act, 10% of the total State grant is set aside to provide this type of activity.

STATE FISCAL CONTROL AND ACCOUNTING PROCEDURES:

Recommendation: A clerical staff accountant type position should be established to handle ABE program fiscal and student accounting records. This will relieve the professional staff Assistant ABE Supervisor from these duties and responsibilities which are below his professional competence level and free him to perform vitally needed field supervision duties which are currently being neglected. A computerized fiscal and student accounting system should be designed and implemented. This will facilitate accurate and current data for program funding, decisions and program summaries, reports and evaluations.

Action: An Accountant "A" position has been established and student accounting is now processed by computer.

Recommendation: Provisions should be made to inform local programs early in the final quarter in regard to the amount of remaining funds and require that materials and equipment purchases be made prior to the second month of the final quarter and none thereafter except in justifiable cases.

Action: All LEA budgets are reviewed in February and March.

POLICIES AND PROCEDURES FOR STATE AGENCY ADMINISTRATIVE REVIEW AND EVALUATION:

Recommendation: Definitions and criteria need to be specified in regard to program efficiency and effectiveness. Reasonable evidence of progress should be specified in objective terms of student behavior and program accomplishment. Evaluation instruments should be developed for collection of the acceptable evidence specified. These instruments should be available for use by the State level Assistant Supervisors and the local program personnel. An evaluation schedule should be projected for administrative reviews of local programs. The assistant ABE supervisors with area supervisors responsibilities should collect systematic objective data to supplement their random drop-in visit observations. This data should be reviewed and evaluated by the State level staff when making funding and other administrative decisions. Local programs should be encouraged to conduct their own internal reviews and evaluations. Leadership training and instrumentation for this activity should be provided by the State Department.

Action: Student status reports are currently being collected by Assistant Supervisors on a monthly basis.

STATE LEVEL ORGANIZATIONAL STRUCTURE:

Recommendation: The Adult Education Service should be elevated to divisional status and given the authority and responsibility to:

1. Coordinate or administer all the adult programs within the State Department of Public Instruction;
2. Establish communications and cooperation with the various agencies, institutions, businesses, industries and groups who are connected with adult education.

Action:

1. The Department has been reorganized. There is presently a Director of Administrative Services and Adult and Continuing Education.
2. Communication linkages with other Departmental Adult programs have been established through a monthly staff meeting of all Departmental services providing adult programming except vocational adult. Outside contacts have not been established.

STAFFING - PROFESSIONAL PERSONNEL:

Recommendation: A full-time position of Adult Basic Education Supervisor should be established to direct, administer and coordinate the Statewide ABE program.

Action: No action.

Recommendation: Professional or clerical positions should be established for the General Adult and GED Testing programs to assume the duties and responsibilities currently assigned to the Assistant ABE Supervisors in order to free them for full-time ABE program activities.

Action: An assistant supervisory position for GED Testing has been established.

CLERICAL STAFF:

Recommendation: A clerical position should be established for the GED program clerical duties and responsibilities and the ABE positions should be returned to 100 percent ABE duties.

Action: No action.

PROGRAM SUPERVISION:

Recommendation: An Assistant Supervisor should be placed in each of the North and Central Regions near target population densities, i.e., one in Tidewater area and one in the Washington, DC area. These two Assistant Supervisors should be freed from State office responsibilities to adequately supervise the program activities in their respective regions as is currently being done in the West and Central Regions. One or more Assistant ABE Supervisor(s) or an ABE Supervisor and an assistant should be assigned to the Richmond office to assume the necessary overall administrative duties and the services of the home office into vital neglected areas such as program promotion, curriculum development, student personnel serivces, research, evaluation, etc., all of which will be discussed in subsequent recommendations. All ABE staff members should be freed from non-ABE activities and personnel should be hired by the State to assume these and other Adult Education duties.

Action: No action.

Recommendation: The lowest rated program areas should receive priority attention and assistance. All program areas should be improved from average to good and from good to excellent. Each regional supervisor should establish and pursue a hierarchy of program area activities that reflect not only the State level

priorities, but the unique requirements of their geographical area and the local program characteristics.

Action: Assistant Supervisors of ABE establish priorities for assistance as needs indicate.

PROGRAM EVALUATIONS AND REVIEWS:

Recommendation: In addition to problem solving and crisis management which are legitimate supervisory functions, planned systematic local program reviews and evaluations should be implemented. Standardized data collection instruments should be developed and used to compare the various local programs on important performance criteria. This data should be used along with the staff's subjective judgments when making administrative decisions, i.e., program priorities, geographical emphasis, target population density, initial and refunding awards, etc.

Action: No additional action.

FUNDING - FEDERAL, STATE, AND LOCAL SUPPORT:

Recommendation: The State Legislature should assume a greater degree of responsibility for fiscally supporting the ABE program. Budget line items should be established in the State Department of Education for fiscal support of the ABE program within the Adult Education Service. An essential initial step would be to establish an ABE Supervisory position.

Action: Additional State funds have been allocated to support ABE State level operations.

Recommendation: Provisions should be made to provide funds for school divisions that are unable to provide the required ten percent

matching. Procedures should be established for funding ABE programs in cooperation with other State or private non-profit agencies when local school divisions choose not to participate.

Action: No action.

PROGRAM PROMOTION:

Recommendation: A State-wide promotional campaign should be designed and implemented. Renewed staff emphasis should be placed on student recruitment. A variety of promotional materials should be developed to reflect racial, geographic and other target population characteristics. A special project should be funded to develop a State-wide promotional package which will use a variety of innovative and persuasive communication techniques, i.e., slides, tapes, T.V. and radio spots, advertisements, billboards, leaflets, filmstrips, posters, mailers, etc.

Action: No action.

INSTRUCTIONAL PROGRAMS:

Recommendation: Cooperative arrangements between small local programs within and between school divisions should be established to eliminate costly and inefficient duplication of administrative and supervisory services, facilities, equipment and inordinately small student enrollments. Where justified, several small part-time programs should be combined to form full-time programs.

Action: Several small school divisions have been combined for cooperative programming.

PROGRAM FACILITIES:

Recommendation: Procedures should be initiated to decrease the percentage of classes offered in elementary school facilities. Cooperative arrangements should be established with the Department of Community Colleges for utilization of their excellent facilities for ABE instruction. More classes should be located in churches and community centers, both of which have excellent proximity to students and established recruitment and motivational structures.

Action: Classes are now offered in three community college facilities. However, no major reduction has been made in reducing the number of elementary facilities in use.

CLASSROOM FACILITIES:

Recommendation: Equipment expenditures should be expanded to provide for fans or air conditioners for classes that operate during the summer months. Additional storage cabinets or space should be supplied for those programs that do not have adequate space. Minimum storage space requirements for specified instructional spaces and student enrollments should be included in local ABE program guidelines.

Action: No action on fans and air conditioners. Additional storage cabinets have been provided as requested and funds permitted.

CURRICULA DESIGN:

Recommendation: Procedures should be initiated to increase the number of continuous year round programs. Special emphasis should be given to the urban areas where seasonal crops do not disrupt student participation.

Action: Additional year round programs are in operation, however, no major gains in this area have been made.

Recommendation: New enrollment quotas should be established for each participating school division and supervisory region. These quotas should be based on new target population density estimates for each area. Each regional supervisor should competitively seek to stimulate and assist each program to reach its divisional and regional goals. A system of awards and recognitions for outstanding achievement in promotion and recruitment should be established and presented at appropriate State and regional meetings.

Action: No action.

ATTENDANCE PATTERNS:

Recommendation: Each local program should complete an attendance pattern study. Program hours of operation should be designed to offer maximum facilities and personnel during the indicated peak days and hours. This type of scheduling could result in more efficient program operation, i.e., most personnel work part-time on an hourly basis.

Action: No action except in full-time ALC operations.

INSTRUCTIONAL STRATEGIES:

Recommendation: Increased emphasis should be placed on recruiting and enrolling students in Levels I and II. Where program enrollments justify more than one teacher, consideration should be given to letting a teacher specialize in one of the three instructional levels. It is probably unrealistic to expect a part-time teacher to develop expertise with materials and methods over the broad ability range covered in Levels I, II and III.

Action: Completed as funding has permitted.

INSTRUCTIONAL TECHNIQUES:

Recommendation: The percentage of time a student spends with class lectures and traditional texts and workbooks should be decreased. The additional time gained should be allocated to other more effective instructional methods such as individual tutorial, small groups, programmed instruction and field trips. Greater use of field trips which ranked lowest in usage among the various methods should be encouraged. This valuable method can be related to citizenship, consumer education, health and all the other curricula areas. When studying voting, take student to the polls; when studying health, take student to community health centers for various examinations and innoculations. When studying consumer education, take students to banks, on shopping trips, etc. Funds should be allocated and transportation expenses reimbursed for this essential instructional technique.

Action: No major gain noted.

STAFF TRAINING:

Recommendation: A State-wide in-service training plan should be developed utilizing data from this evaluation to establish training priorities. All Assistant ABE Supervisors should be given the responsibility to initiate, promote and conduct the in-service training activities in their region. These activities should be closely coordinated and designed to complement local programs' pre- and in-service training activities. The State Department staff should develop either in-house or through special project

capabilities, a variety of pre- and in-service training models, kits and materials for use State-wide, regionally and locally.

Action: This has been provided under Section 309 of the Act.

LOCAL PROGRAM FACTORS - LOCAL ABE SUPERVISORS:

Recommendation: A higher percentage of qualified Negroes should be placed in local ABE supervisory positions. Given the high percentage of Negroes in the target population a more equitable distribution of Negro staff should be sought. It is recommended that the State Department consider adding a Negro to its ABE supervisory staff. This should provide valuable inputs in all phases of the program, especially program promotion, recruitment and curricula development. It would also increase the morale of the existing Negro local supervisors, teachers, aides and students.

Action: No major emphasis has been placed on the recruitment of any specific ethnic group. Local supervisors are appointed by LEAs.

PROFESSIONAL TRAINING AND EXPERIENCE:

Recommendation: All local ABE programs should be encouraged to fill full-time ABE supervisor positions with persons having a Masters Degree in Adult Education or a closely related field, and that part-time positions be filled from a group of closely related fields to be specified by the State Department. The State Adult Education Service should promote and support the development of degree credit courses and programs at qualified and cooperative colleges and universities. State certificate endorsements should be initiated in Adult Education. Until such time as these endorsements are available, ABE supervisors should be selected

from closely related areas, elementary, vocational education, guidance, industrial arts, special education, English, etc. The State Plan and Local Program Guidelines should emphasize the importance of professional training and experience in Adult Education or a closely related area. ABE supervisor job descriptions should specify professional qualifications and acceptable alternatives.

Action: State support has been provided to the development of graduate programs in Adult Education. Job description and qualifications for State staff now include references to graduate degrees in Adult Education.

OCCUPATIONAL EXPERIENCE:

Recommendation: Every effort should be made to fill ABE supervisory positions with personnel from adult programs or closely related programs.

Action: Efforts are being made.

Recommendation: Until such time as Federal support will allow long range program planning, the State should seek to create as many full-time ABE supervisory positions as possible by combining small part-time programs where population and geographic factors permit. The State must come to the realization that the illiterate adults in Virginia are primarily the State's responsibility and the citizens of Virginia are the people directly affected by the problem. The State, therefore, should evidence greater concern and assume more legislative responsibility for promoting and funding solutions to the problem. In other words, the State is also

responsible for the short term, piece-meal, part-time ABE programs in operation.

Action: Continuing efforts are being made to establish full-time positions at the LEA level.

TIME ALLOCATED TO SPECIFIC ABE PROGRAM ACTIVITIES:

Recommendation: All ABE Supervisors should work at least 20 hours per month and their time should be more specifically allocated to direct supervisory activities, program promotion, teacher selection, training and staff meetings. Additional personnel such as aides should be trained to assume some of the student recruitment and program reporting activities of the supervisors. Additional counselors have already been recommended and teachers should assume more of the responsibility for selection of materials.

Action: Time allocation for LEA supervisors is dictated by program size.

PERSONNEL SUPERVISED:

Recommendation: In addition to irregularly called meetings, every program should hold a regular scheduled collective staff meeting at least once a month. These meetings are essential for communicating new ideas, discussion of problems, in-service training and general morale.

Action: State staff meetings are conducted on a regular basis at least once each month.

ADEQUACY OF PART-TIME SUPERVISION:

Recommendation: The approximate one-third, 36 percent, of the ABE supervisors who felt they were not devoting sufficient time to the ABE program should be authorized to work more hours or an Assistant ABE Supervisor should be authorized, whichever is most feasible. Another alternative would be to train some para-professional administrative aides to assume some of the supervisory duties such as data collection for evaluations and reports, student recruitment, program promotion activities, etc.

Action: Administrative internships are being made available through 309 funding.

LOCAL ABE TEACHERS - DEMOGRAPHIC PROFILE:

Recommendation: Efforts should be initiated to hire a higher percentage of qualified Negro teachers. Ideally each class should be racially heterogeneous and each class exposed to both Caucasian and Negro teachers.

Action: Hiring practices are a LEA responsibility.

PROFESSIONAL TRAINING ENDORSEMENTS:

Recommendation: Adult education endorsements should be developed and teachers should be encouraged to obtain these endorsements and to take certificate renewal credit in adult education related areas. When hiring ABE teachers, preference should be given to teachers with endorsements in logically related areas, i.e., reading, speech, English, special education, vocational education, elementary education, etc. It is doubtful if such areas as kindergarten, chemistry, economics, etc. are appropriate. Good teachers may be

found in any content area, and teaching ability should be a major criteria regardless of the endorsement. However, ability being comparable preference should be given to adult education related areas.

Action: No action on endorsement for adult education.

EXPERIENCE IN PUBLIC EDUCATION:

Recommendation: A study should be made to determine the reasons why 30.6 percent of the current teachers stated that they may not teach in the ABE program next year.

Action: No action.

Recommendation: Experienced teachers should be oriented to ABE students by working with an experienced ABE teacher for a supervised practicum of not less than one month prior to being assigned independent ABE classroom duties and responsibilities. This orientation experience coupled with on-going in-service training activities to be discussed in subsequent section of this report should help compensate for the lack of training experienced personnel. Full-time teachers should be hired where population densities, student enrollments and geographic areas permit the establishment of full-time programs or the combination of several part-time programs to equal a full-time load.

Action: No Action.

TIME ALLOCATED TO SPECIFIC ACTIVITIES:

Recommendation: Supportive personnel, aides and counselors should be employed to assume a large portion of the testing, counseling and student records, duties and responsibilities. The teachers

should spend more time on actual teaching activities such as individualized instruction, small groups, tutoring, etc., and in preparing instructional materials, i.e., reviewing films, slides, tapes, workbooks, planning field trips, producing creative transparencies and other audio-visual aids. A provision should be made to allow teachers to work extra hours if needed or desired during weekends, holidays, vacation periods, etc. The extra hours would be voluntary, but fully compensated.

Action: Completed as funds permit.

CONTACT WITH SUPERVISOR:

Recommendation: ABE teachers should have contact with their supervisors at least every other week and more often as needed. The programs reporting no supervisory contacts should make arrangements for such additional personnel, meetings, organizations, etc. as is required to provide the minimum contacts.

Action: This has been encouraged by State staff.

LOCAL ABE COUNSELORS - DEMOGRAPHIC PROFILE:

Recommendation: In addition to having more counselors as previously recommended, every effort should be made to increase the percentage of Negro counselors employed. The percentage of Negro counselors employed should closely approximate the percentage of Negroes enrolled in the local program. The current enrollment is 54 percent Negro.

Action: Hiring practices are outlined by LEAs.

PROFESSIONAL TRAINING AND EXPERIENCE:

Recommendation: All counselors should be required to hold an endorsement in guidance. Ideally all counselors should have as a minimum, a Master's Degree or better in counseling, student personnel or guidance. Providing essential student personnel services, testing and counseling disadvantaged adults requires a high degree of professional skill.

Action: Recommendation has been made that all ABE personnel hold certificates. No specific endorsement is required.

ADULT EDUCATION EXPERIENCE - CURRENT ACTIVITIES

Recommendation: Full-time counselors should be hired to service enough part-time programs to justify their employment. Every program should have access to a trained counselor's services.

Action: No action other than as stated in prior comments.

ABE TEACHER AIDES AND INSTRUCTIONAL ASSISTANTS - DUTIES AND RESPONSIBILITIES:

Recommendation: Greater numbers of para-professionals should be employed in the local programs and funds should be budgeted to increase the minimum number of hours worked per week to 10. Para-professionals should be hired and trained to perform not only teacher aide functions, but student personnel and administrative functions as well. Aides can be trained to perform a host of program functions under professional supervision that currently demand inordinate teacher, counselor and supervisory time, i.e., student records, testing, recruitment, placement, public relations, dissemination of information, student advisement, motivation, etc.

Action: Funding has not permitted.

NON-PARTICIPATING SCHOOL DIVISION SUPERINTENDENTS - CURRENT REASON FOR NON-PARTICIPATION:

Recommendation: Increased efforts should be made to establish programs in the non-participating division. The State Assistant ABE Supervisors should seek to identify the specific reasons for non-participation and offer alternative solutions to the problems. Members of the target population should form committees for program promotion and student recruitment and draw up petitions for local school board consideration. For those divisions that refuse to cooperate, alternate structures should be established to operate the ABE program through other cooperating State and Federal agencies or programs.

Action: Participating school divisions have risen to 108 for FY 1978.

PROGRAM PROMOTION - COOPERATION WITH RELATED AGENCIES:

Recommendation: The State Department should develop and distribute a directory of the various Federal, State and private agencies and services that are available in the State. Each agency, service and program should be described in terms of location, area served, services provided and personnel in charge. Each local ABE supervisor should establish and maintain contact with each appropriate resource in his area. Representatives of key programs should be appointed by the local ABE advisory committeee.

Action: No action.

STUDENT RECRUITMENT:

Recommendation: Teachers should be relieved of recruitment responsibilities and para-professionals should be hired from the target

population and systematically trained to recruit students, investigate absentees and follow-up drop-outs.

Action: Completed as funds have permitted.

Recommendation: In addition to the previous recommendations concerning a State-wide promotional campaign, local efforts should be directed to develop creative publicity indigenous to their particular areas and to concentrate their efforts in the accessible media of radio, television and newspapers. Word of mouth communications should be encouraged by all personnel and students.

Action: State assistance has been provided.

ENROLLMENT FACTORS:

Recommendation: State and local level promotional activities, especially publicity, should be designed and directed toward the major themes of improved employment and subsequently higher income, literacy skills improvement, high school equivalency preparation and improvement in self-image or self-satisfaction.

Action: No specific action.

Recommendation: Program promotion activities and publicity should be directed toward attracting a larger portion of the hard core illiterates (Level I, grades 1-3). The methods employed should be designed to enhance the prospective student's self-image and not embarrass him in any way. Success should be emphasized and a variety of creative and novel communication approaches should be employed to inform the intended population of the opportunities available.

Action: Priority has been established to address this issue.

LOCAL INSTRUCTIONAL PROGRAM - INSTRUCTIONAL RELEVANCE:

Recommendation: Those methods that have been proven successful with adults and those innovative and creative approaches which show promise of success should be described, demonstrated and used in local programs. In-service training sessions should teach these methods and the supervisors should encourage their use in the classroom. Since most of our personnel are full-time elementary and secondary educators, the differences between adults and adolescents or children should be emphasized and utilized in the teaching methods.

Action: A five-year staff development plan is in effect to provide this kind of assistance to LEAs.

AUDIO-VISUAL INSTRUCTION:

Recommendation: Greater use of audio-visual equipment and materials should be encouraged by informing local programs of recommended equipment and materials with suggested curricula applications. Conversely, equipment and materials that have proven unsatisfactory, i.e., high frequency of repair, inordinate costs and lack of adult suitability should be identified.

Action: No specific action due to shortage of funds.

COMMUNITY RESOURCE USE:

Recommendation: Types and examples of community resources should be identified and directions for their use in a local curriculum should be provided. Each local program should establish a descriptive list of community resources which include contact

persons and addresses, the nature of the resource and recommendations for curriculum uses.

Action: APL instruction is encouraged.

HOME STUDY:

Recommendation: Each local program should use audio and video tape presentations in its curriculum. Radio and television programs should be developed and the student required to listen and view the presentations as scheduled. These programs should be designed to integrate and reinforce the regular curriculum. Libraries of audio and video tapes should be made available for student home study.

Action: No action in ABE. Some efforts in GED.

STUDENT PERSONNEL SERVICES - EXISTING ABE STUDENT PERSONNEL SERVICES:

Recommendation: Each local program should assign a staff member, other than teaching or supervisory personnel, to the combined student personnel activities of recruitment, job and educational placement and follow-up of absentees, drop-outs and successful completions. This staff member could very well be a trained para-professional from the target community or from a successful ABE alumni.

Action: No specific action.

ORIENTATION:

Recommendation: Each local program should plan a student orientation program for new and prospective students who visit the center. The orientation program should briefly involve all members of the program team, but could be conducted by instructional aides.

The orientation for new students should occur over a period of one or two weeks. Care must be exercised to avoid overwhelming the student on his first visit. The orientation activities should accomplish the following objectives:

1. Create a warm accepting attitude,
2. Obtain initial record data,
3. Plan an attendance schedule,
4. Acquaint the student with the physical facilities, i.e., rest rooms, lounge areas, study areas, exits, check-ins, water, etc.,
5. Introduce the staff,
6. Familiarize the student with the instructional procedures and environment, (i.e., briefly describe and demonstrate the various types of hardware and software the student will be using)
7. Assist in planning transportation, provide bus schedules and arrange car pools, etc.,
8. Allow students to discuss any problem they are encountering or questions concerning the program.

A short version of the orientation activities should be designed for visiting prospective students and concerned members of the community. An orientation program which is not well organized can consume an inordinate amount of staff time. It is excellent public relations to provide tours for visitors stimulated by successful publicity, but this activity if not carefully planned can disrupt instructional activities and place undue burdens on administrative and instructional personnel. The professional staff should be involved and supervise the orientation activities, but the

majority of these activities can be accomplished with trained aides.

Action: Student orientation still generally weak.

LOCAL TEST PROGRAMS:

Recommendation: The State Department should recommend or provide a standardized battery of student data collection instruments that each local program could use to collect program evaluation and research information needed for local, State and Federal reports. The standardized battery should include instruments to measure general aptitude, achievement, interests, attitudes and opinions and demographic data, i.e., age, sex, family status, etc. Each local program should develop a comprehensive test battery which will collect student profile data not included in the State-wide battery. The local program student evaluation battery should include both verbal and non-verbal individual intelligence tests, diagnostic subject area and personality instruments and measures of self-concepts, values, beliefs, attitudes, etc. The recommended State-wide battery should be administered to all students. The local supplemental testing should be used as needed by teachers, counselors and students. For example, a teacher may need to form special instructional groups or diagnose reading or other academic problems; a counselor may need data for career guidance purposes or for diagnosis of abnormal behavior exhibited by a student, etc.

Action: No action.

PLACEMENT:

Recommendation: The State Department should provide the local programs with guidelines for establishing adequate occupational and educational placement services. Each local program should designate a staff member to assume the responsibilitiy for developing a placement service. A staff member should be assigned specific occupational and educational placement duties, preferably the same staff member who is responsible for recruitment. This person, who could be a trained para-professional, should work under the supervision of or in close cooperation with the counselor. An occupational and educational information library should be developed. Students should be made aware of local, State and national occupational and educational trends and opportunities.

Action: No action.

FOLLOW-UP ACTIVITIES:

Recommendation: The State Department should provide guidelines for the establishment of minimum student follow-up activities. Each absentee, drop-out and successful completion should be contacted a minimum of once and ideally, in the case of absentees and drop-outs, as often as necessary until continuation in the program is accomplished. Each local program should assign follow-up responsibilities to a specific staff member other than a teacher and preferably to the person who is also responsible for recruitment, placement. The close coordination of recruitment, placement and follow-up activities is highly desirable. The reasons for this coordination and the use of para-professionals to perform these

duties under the supervision of a professionally trained student personnel worker have been adequately discussed in the sections on Program Promotion, Student Recruitment and Placement.

Action: No specific action.

OCCUPATIONAL INFORMATION:

Recommendation: ABE training should be provided for adults who need it in all types of occupational skill training programs, i.e., vocational, industrial, technical, on job, work corp, new careers, etc. ABE mobile or transportable units should be provided to local industries that desire to up-grade their workers. In short, ABE training should be provided whenever and wherever the need exists in the community. Every effort should be made to coordinate and incorporate literacy training with occupational skill training.

Action: No action.

RESIDENCE:

Recommendation: Procedures should be developed and implemented to facilitate student transfers between local programs. Provisions should be made to follow-up students who terminte a program in order to move their residence. Efforts should be made to determine their new residence and the students' personnel folders and records should be transferred to the nearest local program. The nearest local program should contact the new resident and efforts should be made to re-enroll the student as soon as possible.

Action: No action.

EDUCATIONAL BACKGROUND:

Recommendation: Procedures should be established to obtain notification from the public school system of all high school drop-outs, who are legally qualified to participate in the ABE program, i.e., 16 years of age. These drop-outs should be recruited to resume their studies toward a high school equivalency as soon as possible. Many drop-outs leave school to help support the family. ABE Learning Centers with flexible individually designed and scheduled instructional programs are ideal for accommodating students' work schedules. Special recruitment efforts and programs should be developed to salvage the drop-outs as soon as possible after separation from the public secondary system. The secondary schools should make provisions for referral to the ABE program and allow transfer back and forth between the two programs with acceptance and credit for work completed in the ABE program.

Action: No action.

POST SCHOOL TRAINING:

Recommendation: The ABE curriculum should include learning skills instruction as well as the content mastery areas of reading, computation, home and family life, citizenship, etc. The learning skills areas should include note taking, listening, study habits, learning strategies, review techniques, etc.

Action: No specific action.

FUTURE EDUCATION PLANS:

Recommendation: The current ABE curriculum should be expanded to to include high school equivalency and GED preparatory instruction. Previous recommendations have emphasized the need for job related instruction.

Action: Twenty percent of program dollars expended are now allowed for grades 9-12 or GED Prep.

CITIZENSHIP TRAINING:

Recommendation: Citizenship training should be included in each local ABE curriculum. Special field trips to register and vote should be part of the citizenship training. Demonstrations of the efficacy of the democratic process should be arranged. Legal information and trips to observe judicial procedures should be provided. The disadvantaged adult must learn that the system can work and that it can be changed through responsible citizenship activities.

Action: No action.

TRANSPORTATION:

Recommendation: Transportation alternatives should be provided for those students who are not within walking distance of the program. Car pools, bus passes, etc. should be established and provided for those students who meet low income and welfare criteria or who can provide evidence of their inability to attend classes because of transportation expenses. Students, recruiters, teachers, aides, etc. should be reimbursed at the current State mileage allowance for transporting eligible students to and from the program.

Action: Transportation is not an allowable expense under Federal regulations. No action.

STUDENT PROGRESS:

Recommendation: Procedures should be established to accurately record the amount of time per day each student spends in each type of instruction and content area. These records would be valuable for program research and reports. The records should be standardized as previously recommended.

Action: No action.

Recommendation: Each local program should attempt to determine the the reasons for certain students' inability to achieve. When satisfactory progress is not being made, personal counseling and individual testing should be used to discover any mental, physical or emotional disabilities that are impeding progress. Analysis of instructional techniques and personnel competence should be considered in determining the causes of poor achievement.

Action: No specific action.

IN-SERVICE TRAINING - LOCAL IN-SERVICE TRAINING PRIORITIES:

Recommendation: In addition to the State level staff training recommendations noted in the original report, each local program should plan and implement an in-service training program designed to accomplish local objectives. The local objectives should be based on the priorities listed in this study. In-service training should include initial orientation for every new staff member in regard to the unique characteristics of the ABE student and the ABE program. The essential behavioral differences among adults, adolescents and children should be emphasized. The local ABE supervisors should assign the responsibility for specific in-

service activities to those members of their staff who have the experience and training in a specific training need area. The counselor should prepare sessions on student testing; the teachers should prepare sessions on methods and materials and the supervisors should prepare sessions on program promotion, etc. The local in-service training program should employ a variety of means to accomplish its objectives. The means should include the following:

1. Initial orientation for new employees,
2. Regional workshops,
3. Professional college credit courses,
4. On-going staff presentations,
5. Non-credit professional expert presentations,
6. National, State and local training kits which utilize audio-visual presentations of a self-instructional nature.

Local in-service training activities should be coordinated and designed to supplement and complement national, regional and State training efforts.

Action: Staff development activities are available both locally and State-wide.

PROGRAM EVALUATION AND REVIEW

Recommendation: An instructional model should be developed and made available to all local programs. The model should allow for continuous evaluation. The State Department's ABE supervisors and all of the local ABE supervisors should be trained to design and implement local evaluation techniques. Evaluation models and the necessary instrumentation should be collected on the State level from all

programs. The data collection procedures and instruments should be designed to implement longitudinal studies and to faciliate locate, State and Federal reports, summaries and studies.

Action: No specific action on instructional model. Evaluation model now available to LEAs.

Discussion of Progress on 1970-71 Recommendations

In general, action has been taken on thirty-nine (39) of the seventy-five (75) State level recommendations made in the 1970-71 evaluation. Many of the recommendations will take years to fully implement and progress is being made on most of them.

There are, however, notable exceptions which should be mentioned. No action has been taken on the following recommendations:

Teacher Certification/Endorsement

All ABE personnel except the aides have teacher certification. It is still felt that an Adult Education endorsement should be developed now that professional adult education graduate training is available in the State.

State Advisory Committee

There are many excellent reasons for having an advisory committee. The State Department is aware of them and has not verbalized any cogent arguments for not appointing such a group. One of the major tenants of adult education is the involvement of clients and other personnel resources in the decision making process. A State-wide Adult Education Advisory Committee could only strengthen

the Adult Education Services priority setting, policy formulation and decision making activities.

Non-Participating School Divisions

When a school division has an ABE population, but choses not to participate in the program, provisions should be made to fund other State or non-profit agencies to conduct the program. It is not proper and probably not legal for a school division to deny an ABE population access to ABE program opportunities. The State Department should make every effort to encourage the non-participating school divisions to offer programs or alternative agencies should be funded. The point is to provide literacy training for our undereducated adults regardless of their geographic location.

State-wide Promotional Campaign

This should probably become a 309 Special Project. It is still needed as student recruitment is a constant problem. Local programs do not have the funds to develop the types and variety of promotional materials needed.

New Student Orientation

This recommendation should become a 309 priority. It is essential that a new student be properly oriented and made to feel part of the group and that their initial anxieties about returning to school be alleviated. Many students do not return after the initial visit.

Many of the recommendations made in the 1970-71 report will be discussed in this report. Most of the recommendations with "no action" taken are still relevant seven years later.

Divisional Organizational Structure

Figure 1 shows the organizational structure for the Adult Education Service of the Virginia State Department of Public Instruction. The supervisors of Adult Education and the Assistant Supervisors of GED Testing Program are State funded positions. The Assistant Supervisor of GED Testing is a fairly recently established position having been approved and staffed in January, 1977.

The Supervisor of Adult Education is responsible for the Federally funded ABE program, the GED Testing programs and the General Adult Education programs in the Commonwealth of Virginia. He has four (4) Assistant Supervisors who assist him with the ABE program responsibilities throughout the State. These four Assistant Supervisor positions are funded by the Federal government under amendments of the Adult Education Act.

Program Supervision

Staffing

Professional Personnel. The current State office professional staff of one Adult Education Supervisor and four ABE Assistant Supervisors provide a rich background of adult education academic preparation, personal adult education teaching and training experiences. All have been trained as adult educators and four of the five staff are actively pursuing advance professional degrees in the field.

ADULT EDUCATION SERVICE ORGANIZATION CHART

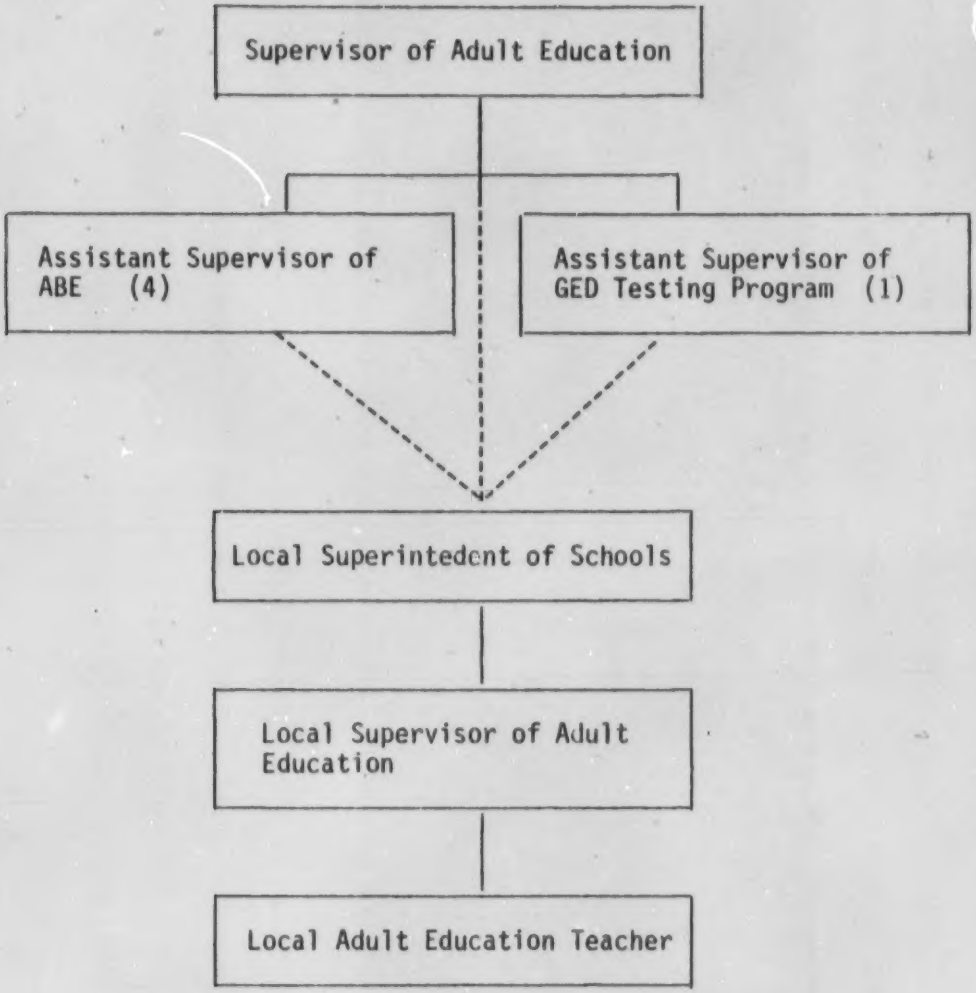

Supervisor of Adult Education
Assistant Supervisor of ABE (4)
Assistant Supervisor of GED Testing Program (1)
Local Superintedent of Schools
Local Supervisor of Adult Education
Local Adult Education Teacher

Figure 1

Table 3 portrays the approximate percentage of time each staff member devotes to various programs operated by the Adult Education Service. As was noted in the first State-wide evaluation, the State level Virginia ABE Program is supervised by a part-time position. Currently the Adult Education Supervisor is still expending 40% of his time on non-ABE programs. With the increase in the State funding commitments to ABE, the growth in students, and school district enrollments and the number of personnel requiring ABE supervision, compared with other educational programs at the State level and across the country, the ABE program merits a full-time ABE Supervisor.

More noteworthy is the allocation of four Assistant Supervisors' time to the ABE Program. Compared to the first evaluation, these four Assistant Supervisors now allocate 100% of their time to the program. The fifth Supervisor (a State-paid position) spends 80% of his time on the GED Program, 10% on General Adult Education and 10% on the ABE Program.

It is also noteworthy that this excellent professional staff is represented by academically trained minority personnel. Given the minority distribution of ABE students in the State, it is significant that State educational leadership is representative in this area.

ABE Program Supervisory Regions

Since the 1970 State-wide evaluation the Adult Education Service restructured its four supervisory regions. Further, it has attempted to centralize its staff in the Richmond office in order to handle much of the administrative detail that requires an orchestrated approach to their efforts. The one exception is the Assistant Supervisor who retains his

Table 3. Percentage of Total Staff Time Allocated to Various Programs

Staff Position	ABE	General Adult	GED Testing	Totals
Professional				
Adult Education Supervisor Mr. William Moore Richmond	60%	10%	30%	100%
Assistant ABE Supervisor Ms. Doris Walker Richmond	100%			100%
Assistant ABE Supervisor Mr. Clay Leonard Richmond	10%	10%	80%	100%
Assistant ABE Supervisor Mr. Horace Webb Richmond	100%			100%
Assistant ABE Supervisor Mr. Clyde Pursley Abingdon	100%			100%
Assistant ABE Supervisor Mr. Lennox McLendon Richmond	100%			100%
Clerical				
Clerk-Typist (C) Richmond			100%	100%
Accountant (A) Richmond	100%			100%
Clerk Steno (B) Richmond	70%	30%		100%
1/3 Clerk Steno Abingdon	100%			100%
1/2 Clerk Steno (B) Richmond	100%			100%
30 hr. part-time Steno (B)	100%			100%
Average Percent of Time Allocated	84%	17%	70%	100%

office in Abingdon, Virginia. The Western region is clearly so far removed from Richmond plus covers much rugged terrain that the winter weather requires his presence for supervisory purposes.

Each Assistant ABE Supervisor is responsible for all program activities in their respectively assigned areas. The four Assistant Supervisors function as a team with the Adult Education Supervisor planning and implementing a variety of State-wide programs such as special projects, in-service education, developing experimental curricula and its supporting software, reports, guidelines, etc.

Table 4 indicates the percentage of professional State staff time allocated to various program activities and responsibilities. These time allocations have remained consistent since the first evaluation in 1970. However, since 1974 the allocations now include the Federal monitoring of the ABE 309 projects that are dispersed throughout the State. The redistricted regions are roughly drawn with regard to the percent of the target population (25 years of age or older without a high school diploma) in each region. The following table displays the redistricted regions by several criteria factors:

Table 4. ABE Project Supervisory Regions 1977-1978

Region	Number of School Divisions	% of Target Population in Region & Actual Frequency	Number of Students	Number of Student Hours
Northern	42	24%/346,199	5660	339,274
Southern	31	36%/519,299	8302	495,181
Central	34	21%/302,924	2734	201,500
Western	30	19%/274,074	1994	120,256

Table 5. Percentage of Total Professional Staff Time Allocated to ABE Program Activities

Staff Position Office Location and Supervisory Area	Local Supv. & Consultation*	Program Planning*	Program Promotion*	Curriculum Development*	Materials & Equip. Selection*	In-Service Training*	Program Evaluation*	Reports & Correspondence*	Non ABE Program Activities*	TOTALS
Adult Education Supervisor Richmond Office	2	20	5	5	5	0	8	15	40	100
Assistant ABE Supervisor Richmond & Northern Area	20	10	5	5	5	5	5	25	20	100
Assistant ABE Supervisor Richmond and Southern Area	25	15	10	8	7	10	5	5	15	100
Assistant ABE Supervisor Richmond and Central Area	35	10	10	15	7	5	3	5	10	100
Assistant ABE Supervisor Abingdon and Western Area	35	10	10	10	7	5	8	5	10	100
Average Percent of Time Allocated	24	13	8	8	6	5	6	11	19	100

*Includes 309 Project Monitoring

These data were extrapolated from several reporting data sources provided by the State Department of Education. These sources provide a region-by-region and school district-by-school district breakout of these data. Figure 2 graphically shows the newly redistributed regions. A comparison of Figure 2 and Table 5 show that Northern and Southern regions were affected most by the redistricting. Geographically, the Northern region was extended to much of the eastern shore of Virginia, although the Southern region retains supervisory responsibility for the Tidewater area.

Although the Southern region is geographically smaller it serves the largest number of students (5660) and has the largest proportion of the target population in its area (36.6248% or 1,442,498 persons). Table 5 shows the percentage of professional State staff time allocated to various program activities. Discussion with the Adult Education Supervisor indicates that the time allotments are the same as first indicated in the 1970 evaluation. However, with the steady increase in student enrollments in the ABE program the administrative paperwork (i.e., new Federal reporting requirements, new purchasing and budgetary systems in the State, etc.) has more than doubled. Hence, the decision to centralize the staff in the Richmond office.

In the first State-wide evaluation it was noted that the most efficient "... form of supervision is one where the supervisor is located near the population densities and is free to engage in local program activities within the region." (Sherron, 1971) It was then recommended that an assistant supervisor be placed in each region to provide for closer supervision and that one or more ABE supervisors be assigned to the

ABE PROGRAM SUPERVISORY REGIONS

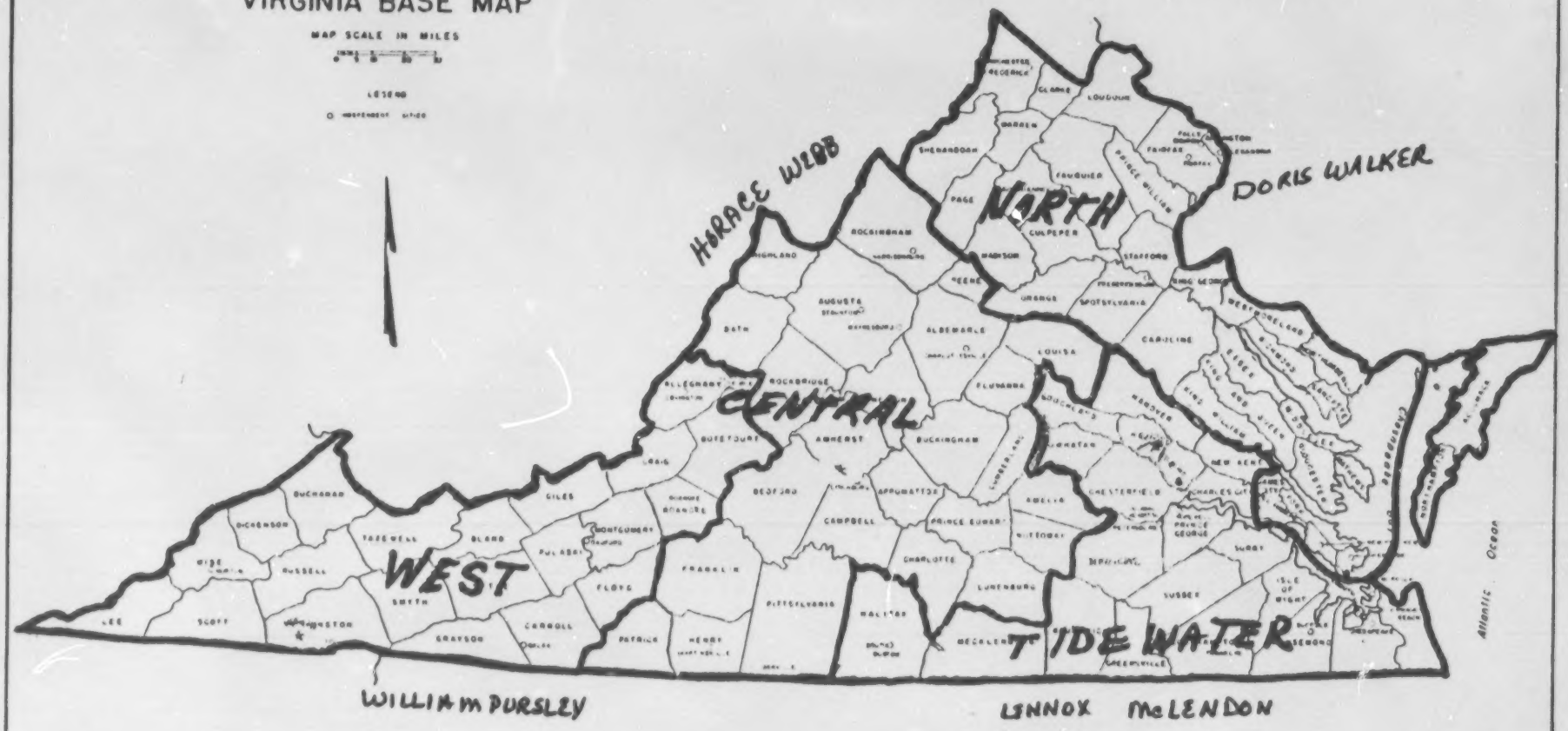


FIGURE 2

Richmond office to aid with overall administrative duties and to expand the home office services.

The redistricting, the hiring of an additional staff member and the centralizing of the staff has clearly helped spread the administrative functions more equitably. However, the increased growth in enrollments and its apparent continuence still requires close program supervision. Under the present centralized plan, plus the limited funding for travel to program sites, the local ABE programs will suffer from the lack of professional staff guidance and consultation.

Procedures for Setting 309 Funding Priorities

The 309 funding priorities are determined by the State Supervisor and his staff. The priorities have been established from previous State studies conducted by Virginia Commonwealth University, Virginia Polytechnic Institute and State University, national data provided by the National Adult Education Advisory Council and local needs as observed by the State staff. How the priorities are ranked or dropped or added to the list each funding cycle is not clear. Items appear one year, some are funded some are not, and then disappear the next year.

Recommendation - State

A procedure should be developed for identifying and ranking the various funding needs. Criteria for selecting an item should be clearly stated and disseminated to all concerned parties at the State and local levels. The reasons for inclusion of an item on the funding priority list should be fully documented as well as the removal of an item.

Monitoring Procedures for 309 Funding

Current monitoring of 309 projects and teacher training is accomlished by the State ABE staff and outside evaluations. Each ABE Supervisor is responsible for the 309 activities within this supervisory region. In some cases but not uniformly an outside evaluation is appointed. Because of the random distribution of 309 activities across the four supervisory regions and the wide range of types of activities funded, it is most difficult for the ABE Supervisors to adequately monitor the projects in their region. The difficulty of selecting qualified outside evaluators also contributed to the problem. It is a matter of record that several projects have not performed as expected or produced the outcomes specified in the proposals.

Recommendation - State

Project quarterly reports should be disseminated to each ABE Supervisor. Each Supervisor should visit each 309 activity in their region at least once a quarter and should recommend continuation, change or cancellation of the activity. A separate standardized evaluation design should be developed for use with teacher-training activities and for special projects. These designs should be implemented by the outside evaluations and the project directors. Criteria should be established that clearly indicate when an activity is making satisfactory or unsatisfactory progress. Those receiving unsatisfactory evaluation reports should be given a specified period to meet the evaluation criteria or the activity should be cancelled.

Recommendation - State

The State Department staff should initiate a new study and planning committee to recommend certification endorsement for adult education personnel. The committee should include representatives from the State's two adult education degree granting institutions.

The endorsement should be made available and phased in over a five-year period with adequate recognition of alternative experiences and training for current personnel. New employees should be required to have the certification prior to employment or within a specified time frame.

If Adult Basic Education is to be a professionally recognized teaching area within the broad field of adult education, full and part-time positions must be filled with appropriately trained personnel. When certified adult education personnel are unavailable, positions should be filled from closely related areas of elementary, special, vocational, industrial arts, reading, English, guidance, etc.

STATE LEVEL CONCERNS

As a part of the State-level evaluation phase, the opportunity was given to the State Adult Education Service staff to express program concerns. This section will report the major topics discussed.

Funding. Inflation has substantially lowered the effective amount of ABE funds available for program operation. ABE teachers pay has risen from $5.00 per hour to its current level of $9.47 per hour. Fifteen percent of the program monies have been designated for 309 projects and teacher training.

Program Promotion. No action has been reported on this previous recommendation for the development of a State-wide promotional campaign. This recommendation will be discussed and repeated in the current study. It would appear feasible to fund such an activity under the 309 mechanism and such an activity should be given priority for future funding.

Although local programs do a good job in local promotion with emphasis on student recruitment, a State level campaign should be designed not only for student recruitment but for general public awareness and support.

Curricula Materials Evaluation. The Adult Education Service publishes a Curricula Guide which indicates sources of ABE materials and recommended uses. The guide does not attempt to evaluate or indicate the effectiveness of the materials described. A 309 project funded in 1977 evaluated a limited number of materials. At this reporting no systematic procedures have been established for evaluation and recommendation of ABE materials. Sound evaluation of curricula materials is really a research problem that local and State level personnel do not have the resources to solve.

Recommendation - State

A procedure should be established that provides for collection of in-use data on each local program's curricula materials. A criteria check list could be developed and disseminated that would allow users to at least identify inappropriate and ineffective materials. The results of these in-use field tests could be summarized and reported in the

Curricula Guide. Promising or highly promoted new materials should be field tested by a 309 project before State-wide implementation. Local programs should not be allowed to purchase materials that have repeatedly proven ineffective at other sites. In short, a clearinghouse function should be established to report results of successful and unsuccessful materials. The State Department or a University could perform this function. The ABE Newsletter could report the results.

Adult Education Certification and Endorsement. The previous evaluation recommended that approval for an endorsement in Adult Education should be sought. Several planning sessions were held, but the idea was dropped because of objections from Voc-Tech personnel and the feeling that it would restrict hiring of master technicians and craftsmen who do not have college degrees and/or certification. Another valid objection at that time was the lack of availability of adult education degrees and courses.

Virginia Commonwealth University and Virginia Polytechnic Institute and State University now offer Masters and Doctoral degrees in Adult Education and courses are readily available across the State. In addition, 309 activities provide a variety of in-service training and CEU's that could lead to a formal or informal type of Adult Education endorsement. The initial objection by the Voc-Tech personnel is not currently valid as they have developed their own endorsement and have the flexibility to waive it as an employment requirement for non-certified master craftsman and technicians. Adult Basic Education personnel are all certified in the first place and the addition of another endorsement could only strengthen their qualifications.

Supervisory Areas. The overall program growth from January 1971 to January in 1978 coupled with the added responsibility of monitoring the 309 projects and teacher training activities have strained the supervising functions of the Assistant ABE Supervisors. The supervisory regions have been re-aligned, but there has been no increase in personnel over the past seven years although the program has increased 100% percent or has more than doubled.

Travel. Supervisors are allocated approximately $2200. per year for travel. This amount is inadequate and hardly allows a visit per year to each local program. Adequate supervision would require a minimum of two visits per year and preferably more when 309 special projects and teacher training activities are conducted within a supervisor's region.

Another obvious inequity is the number of programs within regions, the variance in population densities, and the distances between program locations. In addition to allowing more funds for travel, recognition should be given to the factors previously discussed and those supervisors with more programs to visit and longer distances to travel should receive a larger portion of the funds. The ABE Supervisors stationed in Richmond and assigned to Washington area or the Roanoke area certainly need more travel funds than the Supervisor assigned to the Richmond area. A more realistic figure would be $3,500. or more per Supervisor. At the current level of $2,200. the minimum of one visit per year as specified in the State Plan cannot be met.

State Staff's Assistance

The ABE Supervisors 1978 ratings of the State staff's assistance in specific program management areas ranged from fair (2.43) on "follow-up" to good (4.04) on "fiscal accounting." The next highest rating (3.98) was on "in-service training." A majority of the ratings (9) were in the "high average" (3.50 or better) range.

The changes noted between the 1970 - 1978 ratings reported in Table 26 were all negative with the exception of "facilities selection" and "in-service training." Most of the negative changes are small, less than .3 of a point.

The four factors losing the most in the ratings were "funding procedures" (-.34), "job-placement" (-.42), "student referral" (-.48), and "student follow-up" (-.43).

Recommendation - State

These ratings are indicative of areas that need supervisory attention. Some may need 309 funding, others additional program funding. In either case, the overall losses indicate a need for more supervision and management in these important program areas.

Student Personnel Services

The Virginia ABE Program and Project Guide (Virginia, 1978) states:

> Each local program should arrange for guidance and counseling services sufficient to enable such program to meet and continue to maintain the requirement and objectives of the Adult Education Annual Program Plan.

Some seventy-five percent (75%) of the ABE Supervisors indicated that their teachers and counselors did not have access to a trained counselor. This

Table 6. Summary of ABE Supervisors Ratings of the State Staff's Assistance in Specified Program Areas

Program Area	Response Distribution			Mean Rating
	Rating	N	%	
1. Facilities Selection	Poor	3	6.818	
	Fair	1	2.273	
	Average	7	15.909	3.80
	Good	24	54.545	
	Excellent	9	20.455	
2. Student Evaluation	Poor	5	9.615	
	Fair	1	1.923	
	Average	19	36.538	3.42
	Good	21	40.385	
	Excellent	6	11.538	
3. In-Service Training	Poor	1	1.724	
	Fair	4	6.897	
	Average	10	17.241	3.98
	Good	23	39.655	
	Excellent	20	34.483	
4. Materials and Equipment Selection	Poor	3	5.172	
	Fair	2	3.448	
	Average	14	24.138	3.72
	Good	28	48.276	
	Excellent	11	18.966	
5. Funding Procedures	Poor	2	3.390	
	Fair	5	8.475	
	Average	9	15.254	3.88
	Good	25	42.373	
	Excellent	18	30.508	
6. Student Accounting	Poor	3	5.263	
	Fair	1	1.754	
	Average	14	24.561	3.72
	Good	30	52.632	
	Excellent	9	15.789	
7. Fiscal Accounting	Poor	0	0.000	
	Fair	1	1.786	
	Average	10	17.857	4.04
	Good	31	55.357	
	Excellent	14	25.000	
8. Program Promotion	Poor	6	10.714	
	Fair	4	7.143	
	Average	19	33.929	3.32
	Good	20	35.714	
	Excellent	7	12.500	

Table 6 (continued)

Program Area	Response Distribution			Mean Rating
	Rating	N	%	
9. Program Staffing	Poor	5	9.804	
	Fair	2	3.922	
	Average	11	21.569	3.53
	Good	27	52.941	
	Excellent	6	11.765	
10. Curriculum Design	Poor	1	1.786	
	Fair	4	7.143	
	Average	15	26.786	3.66
	Good	29	51.786	
	Excellent	7	12.500	
11. Program Research and Evaluation	Poor	3	5.455	
	Fair	3	5.455	
	Average	17	30.909	3.55
	Good	25	45.455	
	Excellent	7	12.727	
12. Counseling	Poor	7	14.000	
	Fair	6	12.000	
	Average	20	40.000	3.02
	Good	13	26.000	
	Excellent	4	8.000	
13. Job Placement	Poor	12	26.087	
	Fair	8	17.391	
	Average	18	39,130	2.52
	Good	6	13.043	
	Excellent	2	4.348	
14. Student Referral	Poor	11	24.444	
	Fair	7	15,556	
	Average	19	42.222	2.58
	Good	6	13.333	
	Excellent	2	4.444	
15. Student Follow-Up of Drop-Outs and Successful Completions	Poor	13	27.660	
	Fair	12	25.532	
	Average	13	27.660	2.43
	Good	7	14,894	
	Excellent	2	4.255	

Table 7 Comparison of 1970-71 and 1977-78 ABE Supervisors Ratings

Program Area	Mean Ratings 1970-71	Mean Ratings 1977-78	Change
1. Facilities Selection	3.67	3.80	+.13
2. Student Evaluation	3.58	3.42	-.16
3. In-Service Training	3.51	3.98	+.47
4. Materials and Equipment Selection	3.82	3.72	-.10
5. Funding Procedures	4.22	3.88	-.34
6. Student Accounting	3.83	3.72	-.11
7. Fiscal Accounting	4.12	4.04	-.08
8. Program Promotion	3.57	3.32	-.25
9. Program Staffing	3.73	3.53	-.20
10. Curriculum Design	3.68	3.66	-.02
11. Program Research and Evaluation	3.71	3.55	-.16
12. Counseling	3.29	3.02	-.27
13. Job Placement	2.94	2.52	-.42
14. Student Referral	3.06	2.58	-.48
15. Student Follow-Up of Drop-Outs and Successful Completions	2.86	2.43	-.43

is an increase of twelve percent (12%) over the 1970 figure of sixty-three percent (63%). Table 27 compares the current student personnel services with the 1970 services.

Table 8. Specific Student Personnel Services in Local ABE Programs

Student Personnel Service Provided	Frequency		Percentage		Change
	1970	1978	1970	1978	
Group Testing	62	29	51.5	48.3	-3.2
Individual Testing	60	48	49.8	80.0	+30.2
Counseling	42	21	34.9	35.0	+.1
Occupational, Vocational Educational Information	28	14	23.2	23.3	+.1
Job Placement	11	9	9.1	15.0	+5.9
Drop-out Follow-up	26	19	21.6	31.6	+10.0
Successful Completion Follow-up	14	10	11.6	16.6	+5.0
Student Records	50	38	41.5	63.3	+21.8
Other	2	2	1.7	3.3	+1.6

The current findings indicate that most programs (80 percent) do individual testing and some (48.3 percent) do group testing. All student personnel services made gains in the 1978 study. Individual Testing and Student Records posted the largest gains. Counseling and Occupational, Vocational Educational Information had the smallest gains. Although gains have been made, it is still evident that student personnel services are inadequate and that they consist primarily of "testing" and "record keeping."

Recommendation - State

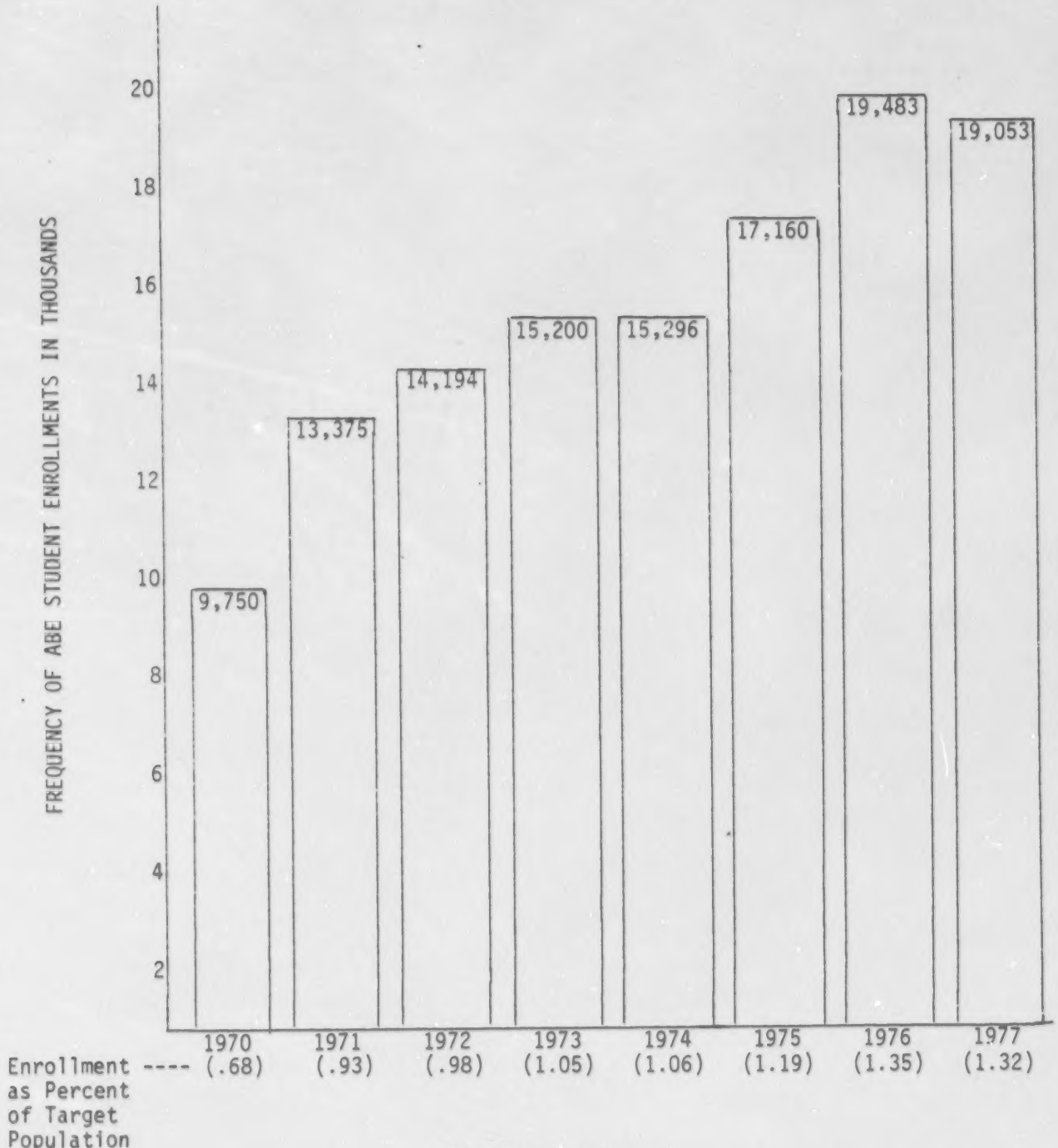
Part-time trained counselors should be hired by each program based on a formula of students enrolled. It is most evident that this population needs individual testing, counseling, placement and follow-up. If the ABE teacher must perform the student personnel functions then special in-service training should be provided in testing and counseling techniques.

Student personnel services are as important as instruction and complement each other. The high drop-out rate among ABE students is probably attributable, in part, to inadequate student personnel services. Teacher allocation formulas should take into account the demands of performing student personnel functions as well as instruction. Either provide the teachers with adequate time to provide student personnel services or hire part-time student personnel workers.

Instructional Program

This section will compare broad State level program factors. Specific local instructional program factors will be discussed in a later section of the report.

Program Growth. The data in Figure 3 demonstrates a slow but progressive growth in student enrollments since the last State-wide evaluation in 1970. In 1970, the Adult Basic Education Program had an enrollment of 9,750 students which was slightly more than 1/2 of 1% of the target population (as identified in the 1970 census data) or .68%. In 1973, the ABE program was serving 1% of the target population (1.05%) and by the end of FY 1977 the program had reached 1.32% of the target population (19,053 students).



ABE/Secondary Target Population (1970 Census) = 1,442,498 who are 16 years old or older who are not in school and do not have a diploma.

ABE PROGRAM GROWTH SINCE THE

FIRST STATE-WIDE EVALUATION

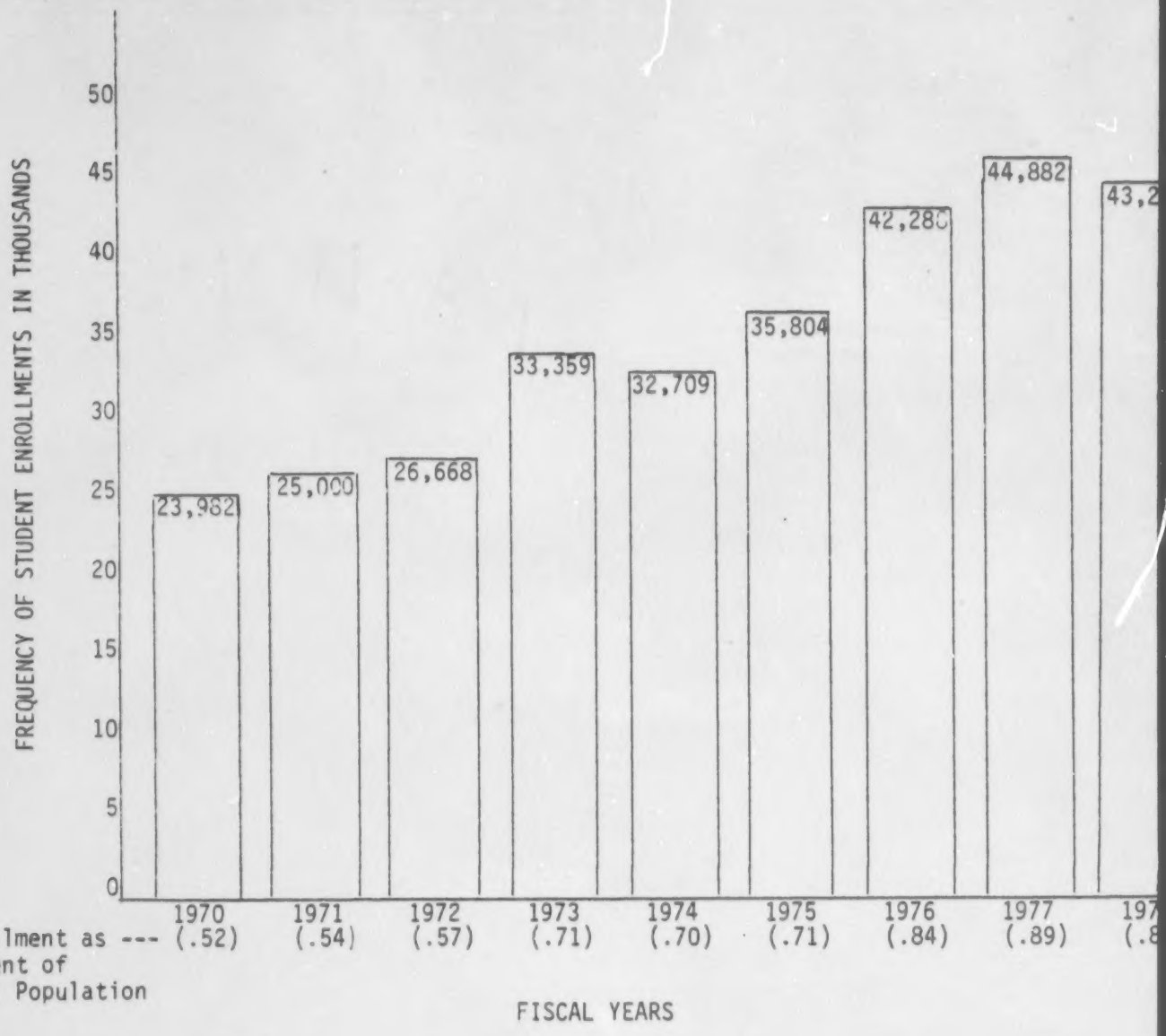
FIGURE 3

Figure 4 shows the growth of the General Adult Education program since the 1970 State-wide evaluation. Based on the 1970 and 1975 census data, Virginia had a State population of 4,651,000 (in 1970) and 5,032,000 (1975) adults. Using these base line figures for computing percentage of adults enrolled in proportion to the Adult populations, the General Adult Education programs show an increase from 1/2 of 1% in 1970 (23,982 adults enrolled) to slightly less than 1% in 1978 (.86% of 43,278 adult students).

This growth in the General Adult Education program parallels the growth in the ABE program discussed above. It is clear, therefore, that both the ABE and the General Adult Education Programs are serving approximately 2% of the adult target population in the Commonwealth of Virginia.

The data in Table 28 portrays the amount of Federal funds awarded Virginia from 1970 through 1977. It is interesting to note that throughout this seven year period that Federal funds increased only $534,339. Indeed, there was not substantial growth of Federal dollars to the ABE program, although those years indicate a small steady growth of student enrollments (see Figure 5).

Figure 5 displays the growth of the Adult Education Program in Virginia as reflected by the increased number of school districts participating since the 1970 evaluation. In 1970, 77 school districts participated in the program (55% of the 141 school districts) whereas by 1977 96 school districts participated (68% of the 141 school districts). These 19 new districts show a 13% growth increase of participating school districts in a seven year period.



State Population in 1970 = 4,651,000
1975 = 5,032,000

GENERAL ADULT EDUCATION GROWTH SINCE

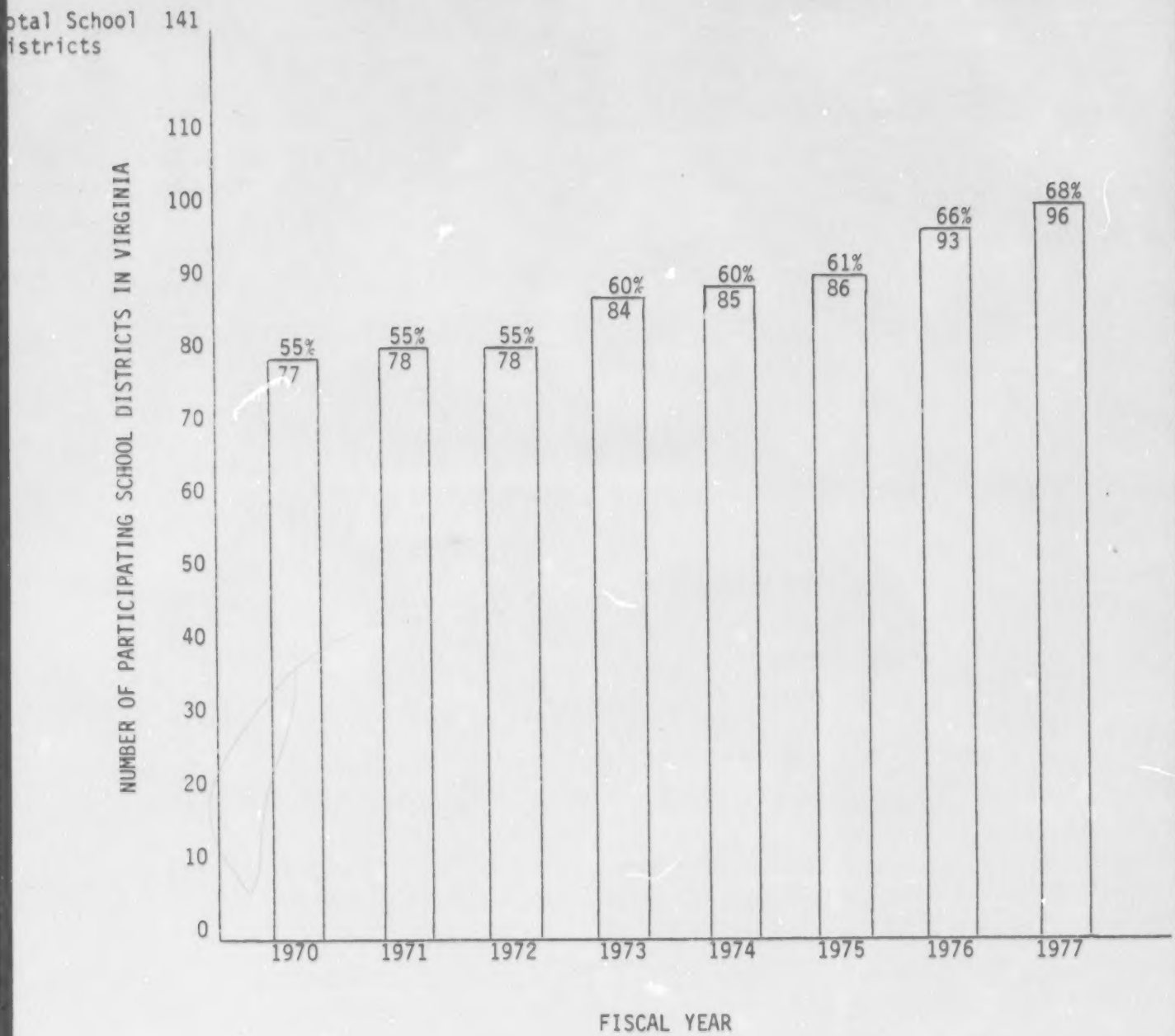
THE FIRST STATE-WIDE EVALUATION

FIGURE 4

TABLE 9. Fiscal Year Federal Grant Awarded

Year	Dollar Amount
1970	$ 1,132,973.
1971	1,132,973.
1971	1,431,946.
1972	1,436,435
1973	1,436,435.
1974	1,655,312*
1975	1,489,781.
1976	1,489,781.
1977	1,667,312.

*1973 impounded funds released



PROGRAM GROWTH AS REFLECTED IN

PARTICIPATING SCHOOL DISTRICTS

FIGURE 5

Program Facilities - Class Locations. ABE classes are predominately offered in Elementary and secondary school classrooms. Table 29 indicates the approximate current percentage of classroom location types and compares them with the 1970 study.

Table 10. Distribution of ABE Classroom by Facility Type

Type of Facility	Percentage 1970	1978	Change
Elementary School	42.4	30.0	-12.4
Secondary School	39.8	30.0	-9.8
Voc-Tech School	4.3	10.0	+5.7
Church	2.0	1.3	-.7
Neighborhood Center	2.6	3.7	+1.1
Storefront Building	.2	--	--
Community College	.0	2.5	+2.5
Other (WIN Programs, Military Bases, Correctional Institutions, etc.)	8.7	22.5	+13.8
Totals	100.0	100.0	

Elementary, secondary and Voc-Tech schools account for seventy percent (70%) of the current ABE classes. The "other" category which includes special programs, military bases and correctional institutions accounts for 22.5 percent of the classes.

Since the 1970 study there has been a 22 percent move away from elementary and secondary school locations. This is good progress on

the previous recommendation which suggested the desirability of providing classes in a wider range of locations and the psychological and physical inappropriateness of elementary school locations. It is still evident that too many, thirty percent (30%), are being conducted in elementary schools.

Another continuing point is the lack of use of community college facilities. This figure has risen from zero in 1970 to 2.5 percent currently. Community college have developmental learning programs which parallel the Adult Learning Center. Realizing the funding complications and overlap between the public school system and the community college system, it would still be of great benefit to students to establish cooperative arrangements with local community colleges for ABE and GED programs. It would further promote the natural transition from ABE/GED to community college study, a basic goal of ABE.

Recommendation - State

Continuing efforts should be made to move ABE classes out of elementary schools. Arrangements for more utilization of community college facilities should be made. Secondary and Voc-Tech locations should be given preference as well as churches and neighborhood centers.

Program Facilities - Classroom Facilities. A comparison of ABE Supervisor ratings of classroom facilities is presented in Table 11, page 75. Overall the ratings of three factors showed positive gains. The remaining factors changed very little over the seven years. The factor showing the greatest increase (+.681) was cooling or air-conditioning.

Table 11. Summary of ABE Supervisors Ratings of Specified Classroom Facilities

Classroom Facility	Mean Rating 1970	Mean Rating 1978	Change
1. Physical Location	3,939	3.862	-.077
2. Furnishings (study tables and desks etc.)	3.768	3.677	-.091
3. Study Environment	4.000	4.017	+.017
4. Lighting	3.899	3.948	+.089
5. Heating	4.134	3.762	-.372
6. Cooling	2.586	3.267	+.681
7. Audio-Visual Equipment	4.074	3.701	-.373
8. Personal Conveniences (restrooms, water, etc.)	4.000	3.881	-.119
9. Private Space of Interviews and Counseling	3.232	3.103	-.129
10. Storage Space	2.939	2.793	-.146

This factor received the lowest rating (2.586) in the previous study. The factor receiving the highest rating (4.017) was "study environment." Storage space received the lowest (2.793) rating of the factors studied. All other factors ranged from average (3.267) to high average (3.948). None of the factors were rated excellent and only one factor, "study environment," was rated good (4.017).

Recommendation - State

Additional storage spaces, cabinets, closets, etc. should be provided. Private areas for interviewing and counseling students should be designated.

Efforts should be made to raise all of the average ratings to good or excellent.

Curricula Design

Instructional Calendar. Table 31 indicates the ABE teacher and supervisor preference in regard to the instructional calendar. The Supervisors have definitely moved toward a preference for twelve-month programs. Teachers also indicate a ten percent (10%) increase in their preferences for a twelve-month program.

Table 12. Instructional Calendar Preferences of ABE Supervisors and Teachers

Position Title	Calendar of Preferences Type	Percentage 1970	Percentage 1978
ABE Supervisors	Public School Year	74.7	66.7
	Twelve Months	16.9	21.0
	Quarters or Semesters	6.0	--
	Other	2.4	1.6
Totals		100.0	100.0
ABE Teachers	Public School Year	61.4	56.5
	Twelve Months	25.3	35.0
	Quarters or Semesters	12.3	7.3
	Other	0.8	1.2
Totals		100.0	100.0

Overall, approximately two-thirds (66.7%) of the Supervisors and over half (56.5%) of the teachers prefer the public school year calendar. ABE Supervisors and teachers both indicated 98.3 percent and 96.7 percent respectively that students may enroll at any time during the instructional year. This finding corresponds closely with the 1971 findings of 98.8 percent for Supervisors and 97.4 percent for teachers. This confirms the effectiveness and necessity of open enrollment for ABE students.

Recommendation - State

Programs that have sufficient student interest should attempt to remain open during the summer even if on a limited staffing and schedule arrangement. Continuity is important to the ABE learner.

Table 13. Initial Student Enrollment Dates

Initial Enrollment Year	Number	Percent
1970	5	0.6
1971	1	0.1
1972	4	0.4
1973	3	0.3
1974	1	0.1
1975	17	2.0
1976	40	4.7
1977	496	58.6
1978	280	33.1
Totals	847	100.0

It is again obvious that most (91.7%) of the students currently enrolled have been with the program two years. Only 1.5 percent have been enrolled four or more years. It appears that one-third (33.1%) of the current enrollees enrolled this year. In 1970, the figure was 31.3 percent. This means that at least one-third of the current enrollment must be recruited each year. The previous 1970 recommendation on program promotion and recruitment is still valid as the new enrollment percentages have remained fairly constant over the past eight years.

Attendance Patterns. Student attendance patterns are summarized in Table 33. The most popular attendance day is Thursday. The least popular days are Fridays and Saturdays. Nights (52.3%) account for over half of the attendance. Mornings account for 30.9 percent and the remaining 16.8 percent prefer afternoons.

Table 14. Summary of Study Daily Attendance Pattern

Day of Week	Time of Day			Total Weekly Attendance	
	Morning	Afternoon	Night	N	Percent
Monday	138	71	359	568	24.0
Tuesday	166	107	255	528	22.3
Wednesday	149	74	263	486	20.5
Thursday	161	95	359	615	26.0
Friday	117	48	1	166	7.0
Saturday	2	2	1	5	0.2
Totals	733	397	1238	2368	100.0
Percent of Total Weekly Attendance	30.9	16.8	52.3	100.0	

The 1970 study indicated approximately equal preference for morning and afternoon with night accounting for 71.5 percent of the total attendance. Currently the preference has shifted somewhat away from night to morning with afternoons remaining fairly constant.

Recommendation - State

Local programs should conduct attendance studies and consider remaining open longer on the more preferred days and perhaps closing in the afternoons and on Fridays.

Instructional Strategies

Class Grouping. The current results indicate that 89.3 percent of teachers use heterogeneous grouping within their classes. This figure has risen slightly from the 1970 results of 87 percent. This indicates that most classes use individualized instructional techniques. The 10.7 percent that indicated homogeneous grouping used this approach for special groups who had a similar problem in reading or mathematics. Table 34 indicates a comparison of the distinctions of students within instructional levels.

Table 15. Distribution of Students in Specified Instructional Levels

Instructional Level	Students Enrolled Percentage 1970	1978	Percent Change
Level I (Grades 1-3)	28.4	24.2	-4.2
Level II (Grades 4-6)	36.6	27.6	-9.0
Level III (Grades 7-8)	35.3	26.9	-8.4
GED (Grades 9-12)	--	21.3	+21.3
Totals	100.0	100.0	

Each of the three ABE levels have decreased from four to eight percent with the GED enrollment accounting for 21.3 percent of the total enrollment. As in the 1970 study the total enrollment is fairly evenly distributed across the four levels ranging from 24.2 percent in Level I to 27.6 percent in Level II.

Instructional Techniques. A good variety of instructional techniques are being used. Table 16, page 80 summarizes the results.

Table 16. Average Percentage of Time Per Week Students Engage in Specified Instructional Techniques

Instructional Technique	Average Percent of Total Instructional Time 1970	1978	Percent Change
Traditional Text and Workbooks	16.1	19.5	+3.4
Class Lectures	13.4	13.4	--
Individual Tutorial	18.7	21.0	+2.3
Programmed Instruction	16.1	11.5	-4.6
Audio-Visual Presentation	15.2	10.8	-4.4
Small Group Instruction	17.1	18.8	+.3
Field Trips	12.1	2.1	-10.0
Other	2.5	2.9	+.4
Totals	100.0	100.0	

The major shift over the past eight years is a decrease (10%) in field trips. Audio-visual usage has also decreased (4.4%). It appears that an increased usage has occurred in texts and workbooks (3.4%). This is probably attributable to the increase in GED students and the heavy use of GED workbooks.

Field trips account for the lowest (2.1%) percentage of instructional time. This is due to the expense involved and the lack of funds allocated or allowed for this type of instructional activity. Class lectures and traditional text and workbooks account for approximately one-third (32.9%) of the instructional time.

Recommendation - State

Class lecture time should be decreased and small group instruction increased. Greater use should be made of audio-visual presentations and

aids. Field trips should be encouraged and at least one per program should be planned and funded. It is an important instructional method and contributes to greater motivation and morale among the students.

Staff Training. Since the 1970 study, a great variety of in-service training opportunities have been provided by both 309 project funding and course offerings by State colleges and universities. Table 17 summarizes the ABE teachers and Supervisors ratings of the in-service training activities.

Table 17. Summary of In-Service Training Program Ratings

Rater	Rating	Percentage 1970	Percentage 1978	Percent Change
ABE Supervisors	Adequate	29.6	46.7	+17.1
	Not Sure	12.2	13.3	+1.1
	Inadequate	58.2	40.0	-18.2
Totals		100.0	100.0	
ABE Teachers	Adequate	35.5	37.7	+2.2
	Not Sure	16.9	18.0	+1.1
	Inadequate	47.6	44.3	-3.3
Totals		100.0	100.0	

The Supervisors show the greatest gain (17.1%) in their ratings. Forty percent of the Supervisors and 44.3 percent of the teachers still indicate that in-service training is inadequate. Table 18 summarizes the types of in-service programs attended. Over the eight year period there has been a major (59.5%) shift from local to regional workshops for ABE Supervisors and a (20.1%) shift for teachers. This reflects the 309 funding of regional

Table 18. Percentage of Participants in Various Types of In-Service Training

Staff Position	Types of In-Service Training	Percentage 1970	Percentage 1978	Percent Change
ABE Supervisors	Local Workshops	73.1	6.9	-66.2
	Regional Institutes	16.4	75.9	+59.5
	College Credit Courses	3.0	15.5	+12.5
	Other	7.5	1.7	-5.8
ABE Teachers	Local Workshops	55.6	38.3	-17.3
	Regional Institutes	15.3	35.4	+20.1
	College Credit Courses	16.7	17.4	+.7
	Other	12.4	8.9	-3.5

workshops but also points out the fact that over one-third (38.3%) of teacher in-service training is conducted locally. Very little (6.9%) training is provided locally for ABE Supervisors.

The major training activity for Supervisors is the annual State-Wide ABE Supervisors Conference. This has not reached all of the Supervisors but is a successful activity for those that can attend.

Recommendation - State

A State-Wide In-Service Training Plan should be developed each year. The priorities for training should be reflected in the 309 funding requests. A variety of training activities should be offered including independent study, formal courses, workshops, retreats and small group training kits. Assistant ABE Supervisors should have the flexibility to plan and implement local and regional activities for their areas' special training needs. Local ABE Supervisors should be encouraged and funded to conduct local orientation and training sessions on a regular basis.

This concludes the presentation, discussion and recommendations for the State Level Factors. The following section will treat local program factors.

LOCAL PROGRAM FACTORS

This section will treat a variety of local program factors including: (1) program supervision, (2) program promotion, (3) instruction, (4) student personnel services, (5) students, (6) in-service training, and (7) program evaluation.

Local Organization and Staffing Organization. Most ABE programs are administered through the local school divisions. Three are operated by Regional Control Boards in Voc-Tech Centers, one by Woodrow Wilson Vocational Rehabilitation Center, one by Eastern Shore Community College and one at Virginia Commonwealth University. In addition the Rehabilitative School Authority operates a number of programs within the State correctional system.

School Division Superintendents

All of the local School Division Superintendents (143) were sent a questionnaire. Ninety-three (65%) responded.

Sex. Of the ninety-three (93) respondents eighty-nine (89) were male and four (4) were female.

Age. Table 19 presents the age distribution of the local School Division Superintendents.

Table 19. School Division Superintendent Age Distribution

Interval	Frequency	Cumulative Percent
31 - 35	7	7.9
36 - 40	16	26.1
41 - 45	18	46.1
46 - 50	14	62.5
51 - 55	14	78.4
56 - 60	13	93.1
61 - 65	6	100.0

The average age of the Superintendents is 47.7 years. Approximately one-fourth (26.1%) are under forty and three-fourths (78.4%) are below fifty-six years of age.

Professional Training and Experience. Table 20 presents the college graduate training of the Superintendents.

Table 20. College Training

Category	Frequency	Percentage
Masters Degree	8	8.7
Masters plus additional graduate courses	56	61.0
Doctors Degree	28	30.3
Totals	92	100.0

Over ninety-one percent (91.3%) of the local Superintendents have a Masters degree plus additional graduate courses. Some thirty percent (30.7%) have an earned doctorate.

Table 21 presents the years of professional experience in the public school system of Virginia and/or other states.

Table 21. Years Public School Experience

Years Experience	Frequency	Percentage
3 - 6	1	1.0
7 - 10	4	4.3
11 or more	88	94.7
Totals	93	100.0

Table 22 presents the distribution of the number of years served in the current position.

Table 22. Summary of Years in Current Position

Interval - Years	Frequency	Cumulative Percentage
1 - 5	53	57.6
6 - 10	22	81.5
11 - 15	14	96.7
16 - 20	3	100.0
Totals	92	

Over half (57.6%) of the current Superintendents responding have been in their positions less than six years. Some (81.5%) have less than eleven years tenure.

Reasons for Non-Participation. Of the 93 Superintendents responding only thirteen indicated that they did not have an ABE program. The reasons for non-participation will be discussed. The reasons given most frequently for not having an ABE program was, "no demand for the program from local residents." The second ranked reason was "no need," and the third most frequently listed reason was "lack of community support." Most non-participating school divisions have been contacted a number of times in regard to establishing ABE classes. Only four indicated "no contact." The average number of contacts was 2.6 per division.

Recommendation

The State Department should assist local school divisions in conducting needs assessments to determine interest and demand for the program. It is difficult to believe that a non-participating school division has no need for an ABE program. The "lack of community support" reason is highly related to the program promotion recommendation made earlier.

Needs assessments should be conducted in the non-participating divisions and the citizens should be informed of the program opportunities through a planned public relations and recruitment campaign. If the needs assessment and general public indicate support for and the existence of a population of undereducated adults, the division should be asked to offer an ABE program. If the school division chooses not to offer the program, then an alternate agency should be funded, e.g., community college, non-profit institution, etc.

Suggestions for Program Improvement. Local School Division Superintendents were asked to state any suggestions that would improve the ABE program or make it more feasible in their division. The following suggestions were made:

"Well defined ABE program be established for this school division modeled after guidelines from the State."

"Workshops to explain program and demonstrate what others are doing in this area."

"We need to know the number of peopled needed per class to make it worthwhile and if the State Department can do anything about low enrollment. Smallness may be the reason why certain areas have no programs."

"We need 100% funding for GED preparatory classes."

"We have tried many approaches--all with no success!"

"We have many ABE classes that do not meet the 10 persons per class needed for reimbursement. Reimbursement should not be granted or granted only on the number of people in a class."

"It is difficult to involve people who do not recognize their need or do not want to admit their need."

"We need to increase funding for the ABE program. We also need to maintain current program participation by local school system and not transfer that opportunity nor responsibility to other educational agencies such as community colleges."

"I would like to suggest that consideration be given to the proposal that ABE programs outside of our institution be evaluated in terms of whether it meets the needs of the disabled adults particularly those that have a learning problem such as learning disability, mentally retarded, slow learner, etc."

"We need additional funding."

"We need greater assistance in publicizing programs and recruiting students."

"We need clarification of the role of the community college vs. the public schools for ABE and Adult Education. Public schools should be reimbursed by the State for ABE programs similar to that of the community colleges."

"The scope of the program could be expanded with additional funding."

"We need funds for transportation."

"We need to provide academic instruction free of charge to any adult with less than a high school education."

"We need realistic funding."

"We need to improve the public relations program concerning ABE."

"We have had a successful ABE program for years. It takes a 'missionary effort'."

"Program is very good as it stands. Don't allow funding level to be cut."

"Provide adequate funding to maintain a quality program."

"We need to continue 90% funding; county funds are not available for adult programs."

"State funding is essential. I suspect that more leadership from the State Department with respect to curriculum and materials to be used would strengthen the program."

"We need to make more money available for individual instruction and instruction for the homebound."

"Attempts to start ABE program at the community college level have failed essentially due to stigma attached to ABE programs which is not present in attending the community college. Both Accomack and Northampton have building programs underway at this time which could change the picture, i.e., Accomack anticipates general education evening classes which could improve the ABE image."

"We need to increase Federal funding and match with additional State monies and make regulations more flexible and allow a higher level of related consumer instruction to be given in ABE classes."

"Our ABE program is serving community needs. My only concern relates to lack of State (90%) funding for ABE."

"We need to provide financial assistance to help localities."

"Our lack of an ABE program should not be viewed as a 'slam' or lack of effort being exercised by the State's ABE program. We've simply done very little in regard to ABE."

Local ABE Supervisor

Demographic Profile

Sex. Eighty-two percent (82%) of the ABE Supervisors are male and eighteen percent (18%) are female. This represents a three percent gain over 1970 in the number of female Supervisors.

Age. Table 23 presents the age distribution. The average age is 44.6 years. Approximately one-third (36.1%) are below forty years old. This figure has remained fairly constant over the past eight years. The 1970 study reported thirty-seven percent (37%) below forty.

Table 23. ABE Supervisors Age Distribution

Interval	Percentage 1970	1978
20 - 24	1.2	0.0
25 - 29	4.9	1.8
30 - 34	7.4	23.6
35 - 39	23.6	10.9
40 - 44	9.9	12.7
45 - 49	18.5	12.7
50 - 54	11.1	20.0
55 - 59	11.1	7.4
60 - 64	8.6	10.9
65 - 69	2.5	0.0
70 - 74	0.0	0.0
75 - 79	0.0	0.0
80 - 84	1.2	0.0
Totals	100.0	100.0

Marital Status and Race. Table 24 summarizes and compares the marital status and race distribution changes over the eight year period.

Table 24. Marital Status and Racial Distribution of Local ABE Supervisors

Category	Racial Type or Marital Status	Percentage 1970	1978
Race	Caucasian	83.0	83.0
	Negroid	17.0	17.0
	Mongoloid	0.0	0.0
	Other	0.0	0.0
Totals		100.0	100.0
Marital Status	Single	8.4	10.0
	Married	84.4	80.0
	Widowed	3.6	3.4
	Separated	0.0	0.0
	Divorced	3.6	6.6
Totals		100.0	100.0

The racial distribution has not changed over the period studied. Eighty-three percent (83%) of the Supervisors are white and seventeen percent (17%) are black.

Recommendation - State

Local programs should make every effort to place qualified Negroes and females in supervisory positions. Given the high percentage of Negroes and women in the target population this will probably aid student curriculum relevance, recruitment and retention. A Negro Assistant Supervisor has been added to the State staff as recommended in the 1970 report.

Professional Training and Experience

College Training. Table 25 compares and summarizes the Supervisors' professional college, training, State certification and graduate coursework in adult education.

Table 25. Summary of ABE Supervisors College Training, State Certification and Graduate Adult Education Courses

Category	College Degrees, State Certification and Graduate Adult Education Courses	Percentage 1970	Percentage 1978	Change
College Training	Doctorate	1.2	3.3	+2.1
	Master's	71.1	91.7	+20.6
	Bachelor's	25.3	5.0	-20.3
	Less than Bachelor's	2.4	0.0	-2.4
Totals		100.0	100.0	
State Certification	Post Graduate Professional	68.8	83.1	+14.3
	Collegiate Professional	27.5	15.2	-12.3
	Collegiate	2.5	0.0	-2.5
	Vocational-Industrial Education	1.2	1.7	+.5
	Special Education	0.0	0.0	
Totals		100.0	100.0	
Graduate Course Hours in Adult Education	None	74.4	61.7	-12.7
	1 - 3	14.6	18.3	+3.7
	6 or more	11.0	20.0	+9.0
Totals		100.0	100.0	

Over ninety-one percent (91.7%) of the Supervisors have a Master's degree. This represents a 20.6 percent growth over 1970 when only 71.1 percent had a Masters degree. Over ninety-eight percent (98.3%) of the Supervisors have a Collegiate Professional or Post-Graduate Professional certification. A 14.3 percent increase in Post-Graduate Professional certification is noted. The percentage of graduate courses taken in Adult Education has increased. Those

reported in 1970 as having no graduate coursework in Adult Education have dropped from 74.4 percent to 61.7 percent representing a significant increase in the number of Supervisors who have taken graduate Adult Education courses. This is understandably attributable to the availability of degree programs at VCU and VPI&SU.

Types of Endorsements. In the 1970 study, the largest percentage of endorsements was in English (12.5%). Currently eight percent (8%) hold English endorsements. Table 26 summarizes the top ten types of endorsements held by ABE Supervisors.

Table 26. Summary of ABE Supervisors Certificate of Endorsement

Type of Endorsement	Percentage
Elementary Principal	16
Secondary Principal	15
Director of Instruction	13
General Supervisor	11
Director of Vocational Education	9
English	8
History and Social Sciences	8
Elementary School Supervisor	7
Secondary School Supervisor	7
Agricultural Education	6
Total	100

Elementary and Secondary Principals endorsements account for approximately one-third (31%) of the endorsements. Director of Instruction (13%) and General Supervisor (11%) are third and fourth respectively in frequency.

It appears that the tendency to use elementary school personnel to supervise adult programs is continuing. Considerable improvement has been made in using non-elementary personnel for ABE Supervision. Over half (55%) have endorsements in an appropriate area. The remaining forty-five percent (45%) range from Kindergarten to French with no real pattern except perhaps availability and interest.

Recommendation - State

All ABE Supervisors should have an appropriate endorsement specifically related to Adult Education. Full-time ABE personnel should have a Masters Degree in Adult Education. Part-time personnel should have a minimum of nine (9) semester hours in Adult Education graduate training. A State certificate endorsement in Adult Education should be established and required for continued ABE program employment. This endorsement should be phased in over a five year period. 309 Funding should be made available to individuals for obtaining such an endorsement.

Occupational Experience

The most frequently listed primary occupation of ABE Supervisors were Vocational Director (9), Adult Education Supervisor (8), Director of Instruction (6) and Principal (6). Most of the current Supervisors (87.6%) are school administrators with some twelve percent (12.4%) from non-administrative positions such as teachers and counselors. This is a significant increase over the 1970 study of only eighteen percent (18%) of the current Supervisors from school administration positions.

Adult Education Experience

Initial Interest. A comparison of the initial sources of interest or contact with the ABE program are presented in Table 27. The largest shift in initial contact is from the State Assistant Supervisor (-14.2) to the local ABE Supervisor (+15.6). This indicates that the State Department is recruiting less and leaving the staffing decisions primarily to the local division.

Table 27. Source of Initial Contact with ABE Program

Source of Contact or Interest	Percentage 1970	1978	Change
ABE Teacher	14.8	20.0	+5.2
ABE Supervisor	11.1	26.7	+15.6
State Assistant ABE Supervisor	25.9	11.7	-14.2
Colleges or Universities	0.0	1.7	+1.7
ABE Students	3.7	5.0	+1.3
Local Principal	12.4	6.6	-5.8
Local Superintendent	19.8	20.2	+.4
ABE Workshop	3.7	5.0	+1.3
Other	8.6	3.1	-5.5
Totals	100.0	100.0	

ABE Supervisory Experience. Table 28 indicates the length of tenure of the current ABE Supervisors and compares it with the 1970 data. The largest change (+24.8) has been in the "four years or more" category. Only eighteen (18.3%) percent have less than twelve months service and

sixty-eight percent (68.4%) have two or more years tenure. Over forty percent (41.7%) have four or more years tenure as an ABE Supervisor. This indicates a very low turn over rate among ABE Supervisors and that the program is largely operated with experienced ABE Supervisors.

Table 28. Summary of ABE Supervisors Length of Service in Current Positions

Months of Tenure	Percentage 1970	1978	Change
0 - 5	4.8	8.3	+3.5
6 - 11	16.9	10.0	-6.9
12 - 23	10.8	13.3	+2.5
24 - 35	30.1	10.3	-19.8
36 - 47	20.5	16.4	-4.1
48 or more	16.9	41.7	+24.8
Totals	100.0	100.0	

Other Adult Education Experience Almost two-thirds (64.3%) of the current ABE Supervisors have experience as an ABE Teacher. Table 28a, page 97 summarizes and compares the types of Adult Education work experience. The data indicates a healthy practice of appointing ABE Supervisors from among ABE teachers. This helps offset the lack of Adult Education training noted previously. Approximately one-fourth (23.8%) of the ABE Supervisors still come from non-adult education areas.

Table 28a Current ABE Supervisors Prior Adult Education Work Experience

Prior Experience	Percentage 1970	1978
Assistant ABE Supervisor	9.6	2.4
ABE Student	1.7	0.0
Teacher	55.8	64.8
Counselor	9.6	9.5
Other	23.1	23.8
Totals	100.0	100.0

Supervising Activities

Time Allocation. Seventy-nine percent (79%) of the Supervisors work part-time and twenty-one percent (21%) work full-time. The percentage of full-time supervision has increased sixteen percent (16%) since 1970. Table 29 indicates the number of hours worked in ABE each month.

Table 29. Distribution of the Number of Hours Allocated Per Month to ABE

Time Span	Interval	Percentage 1970	1978
Monthly	More than 30	16.9	20.3
	26 - 30	8.4	6.8
	21 - 25	18.1	10.2
	16 - 20	19.3	18.6
	11 - 15	37.3	44.1
Totals		100.0	100.0

Forty-four percent (44%) of the ABE Supervisors denote fifteen hours or less to ABE activities each month. This amounts to approximately three

hours per week, hardly enough for adequate supervision. Approximately eighty percent (79.7%) spend less than 21 hours per month in ABE Supervision as compared to eighty-three percent (83%) in 1970.

Time Allocated to Program Activities. Table 30 compares the distribution of the average percentage of supervision time allocated to selected program activities. The amount of time devoted to "Direct Supervising Activities," showed the greatest growth (12.3%) in 1970 compared to 1978 (23.5%). "Fiscal and Program Reporting" showed growth (3.8%) with the greatest decreases in "Selection of Teachers" (5.6%) and "Staff Meetings" (3.8%). Some sixty-four percent (64.8%) of the supervision time is spent in supervisory or management activities. The remaining time (35.1%) is spent in "Materials Selection," "Counseling Students," etc.

Table 30. Average Percentage of ABE Supervisor's Time Allocated to Specific Program Activities

Program Activity	Percentage of Total Time 1970	1978
Direct Supervisory Activities	12.3	23.5
Fiscal and Program Reporting	12.2	16.0
Program Promotion	12.5	14.3
Selection of Teachers	11.4	5.0
Student Recruitment	10.0	8.4
Selection of Materials	12.7	8.4
In-Service Training	6.3	5.9
Counseling Individual Students	7.7	9.2
Staff Meetings	8.8	5.0
Pre-Service Training	5.0	4.2
Other	1.1	0.1
Totals	100.0	100.0

Personnel Supervised

Types. Table 31 summarizes the various types of personnel supervised. The distribution of percentages has changed very little over the eight year period. It is notable that some 28.8 percent is attributable to aides and some 45.6 percent to teachers.

Table 31. Summary of the Types of Personnel Employed

Type Personnel Supervised	Percentage 1970	1978
Assistant ABE Supervisor	0.4	2.9
Teachers	59.5	45.6
Counselors	2.7	5.9
Aides	25.8	28.8
Clerical Staff	5.4	6.9
Maintenance and Janitorial	4.2	8.9
ABE Students	0.0	1.0
Totals	100.0	100.0

Staff Meetings. The frequency of staff meetings is one indication of good communications. Table 32 indicates the type of staff meetings scheduled. The percentage in the "not held" category has increased 5.6 percent since 1970. Sixty percent (60%) hold staff meetings at "irregular intervals." Only 18.4 percent conduct regularly scheduled staff meetings.

Table 32 Distribution of Local ABE Staff Meetings by Schedule Type

Type Schedule	Percentage 1970	1978
Weekly	1.2	6.7
Monthly	9.9	6.7
Bi-Monthly	6.2	5.0
Irregular Intervals	66.7	60.0
Not Held	16.0	21.6
Totals	100.0	100.0

Recommendation - State

Regularly scheduled staff meetings should be conducted as well as special meetings when necessary. The loose nature of a part-time operation makes it essential for a unifying activity, staff meetings are one method.

Adequacy of Supervision. The average amount of time devoted weekly to program supervision by part-time ABE Supervisors is ten (10) hours. This figure has not changed since 1970. Sixty percent (60%) felt that this amount of time was adequate and forty percent (40%) felt it was inadequate to properly supervise their programs.

Recommendation - State

ABE Supervisors should be authorized and funded to work additional hours as necessary for adequate supervision or an assistant supervisor should be authorized. If funds do not allow this alternative then a para-professional aide should be given some of the less essential supervising activities, e.g., student recruitment, data collection, etc.

Adequacy of Funding. Sixty-three percent (63%) of the Supervisors feel that their programs are adequately funded, this is seventeen percent (17%) lower than the 1970 report. More than a third (37%) of the Supervisors indicated inadequate funding. The small increase in total funding over the past eight years certainly contributes to this indication of inadequate funding. Additional sections of this report will indicate areas that should receive additional funds and attention.

Local ABE teacher

Demographic Profile

Sex. Twenty-one percent (21%) of the ABE teachers are male and seventy-nine percent (79%) are female. The distribution of teachers in 1971 was forty-one percent (41%) male and fifty-nine percent (59%) female. A major shift has taken place toward much greater use of female teachers.

Age. Table 33 presents the age distribution of the teachers. The average ABE teacher's age is 37.3 years. Approximately thirty percent (31.3%) of the teachers are below 40 years of age and 68.7 percent are 40 or above. It is notable that six (6) teachers are above 65 years of age.

Marital Status and Race. Table 34, page 103 summarizes the marital status and racial distribution of the ABE teachers. In 1971, the average age was 38.5 years. Fifty-nine percent (59.2%) were below forty (40) years of age and almost forty-one percent (40.8%) were forty (40) or above. Fourteen teachers were sixty-five (65) years or older. In the intervening period there has been a significant shift toward younger teachers.

Table 33. ABE Teachers' Age Distribution

Interval	Percentage 1970	1978
10 - 14	1.1	0.0
15 - 19	0.3	0.0
20 - 24	9.5	4.4
25 - 29	22.1	29.0
30 - 34	12.0	19.3
35 - 39	14.2	11.9
40 - 44	10.6	8.8
45 - 49	9.5	7.9
50 - 54	5.7	6.2
55 - 59	5.7	8.3
60 - 64	5.5	0.9
65 - 69	3.5	0.9
70 - 74	0.0	1.8
75 - 79	0.3	0.0
Totals	100.0	100.0

Table 34. Marital Status and Racial Distribution of Local ABE Teachers

Category	Racial Type or Marital Status	Percentage 1970	1978
Race	Caucasian	64.2	70.2
	Negroid	35.2	28.9
	Mongoloid	0.3	0.4
	Other	0.3	0.4
Totals		100.0	100.0
Marital Status	Single	16.4	18.8
	Married	71.4	70.6
	Widowed	6.5	2.4
	Separated	1.0	3.2
	Divorced	4.7	4.8
Totals		100.0	100.0

Approximately seventy percent (70.2%) of the ABE teachers are Caucasian and twenty-eight percent (28.2%) are Negro. The ratio of Caucasian to Negroid teachers is greater now than in 1971.

Recommendation - State

The change in ratio of male to female teachers should be viewed as having a serious effect on attracting male students. This issue should be further investigated at the local level. Much stronger efforts should be initiated to hire a higher percentage of qualified Negro teachers. Ideally each class should be racially heterogeneous and each class exposed to both Caucasian and Negro teachers.

Professional Training and Experience

College Training. Table 35, page 104 summarizes the local ABE teacher's professional college training, State certification and graduate courses

in adult education. Only two percent (2.0%) of the teachers have less than a bachelor's degree. Two-thirds of the teachers have a master's degree or better. Three of the local ABE teachers have earned doctorates.

Table 35. Summary of ABE Teacher's College Training, State Certification and Graduate Adult Education Courses

Category	College Degrees, State Certification and Graduate Adult Education Courses	Percentage 1970	Percentage 1978
College Training	Doctorate	1.0	1.2
	Masters	25.5	65.9
	Bachelor's	67.4	30.9
	Less than Bachelor's	6.1	2.0
Totals		100.0	100.0
State Certification	Post Graduate Professional	20.3	23.3
	Collegiate Professional	69.9	64.4
	Collegiate	6.6	9.6
	Vocational-Industrial Education	2.3	2.3
	Special Education	0.9	0.5
Totals		100.0	100.0
Graduate Course Hours Credit in Adult Education	None	76.8	66.0
	1 - 3	14.5	77.4
	6 or more	8.7	16.6
Totals		100.0	100.0

Approximately 87.7 percent of the ABE teachers have a collegiate professional or a post-graduate professional teaching certificate. Sixty-six percent (66%) of the teachers have had no graduate instruction in adult education and 83.4 percent have had three semester hours or less. The data in Table 50

indicates that teachers in the ABE program are now better trained than they were in 1970. More than twice as many now hold Master's degrees than did then and the percentage of teachers taking six or more graduate hours in Adult Education has doubled.

Teaching Endorsements. Table 36 presents the distribution of types of ABE teaching endorsements.

Table 36. Summary of ABE Teacher Certificate Endorsements

Type of Endorsement	Percentage 1970	1978
Elementary (Grades 1 - 7)	15.4	12.8
English	12.9	12.2
History	10.2	2.9
Elementary (Grades 4 - 7)	7.5	8.6
Social Studies w/o History	5.7	1.8
History and Social Sciences	4.8	3.6
Math	4.8	7.0
Elementary (Grades 6 - 7)	4.0	1.3
General Science	3.7	2.9
Biology	3.4	2.2
Kindergarten - Elementary (Grades 1 - 7)	2.8	4.7
Guidance	2.3	2.2
Science - All	2.3	.5
Sociology	2.0	2.2
Chemistry	1.7	1.8
Spanish	1.7	1.8
French	1.6	2.6
Psychology	1.6	1.8
Special Education - All	1.6	6.5
Health and Physical Education	1.4	1.8
Basic Business	1.4	.5
Dramatics	1.2	1.0
Speech - Public Speaking	1.2	1.8
Government	1.1	1.8
Economics	1.1	1.3
Business Education	.9	.5
Vocational Home Economics	.9	1.3
Industrial Arts	.8	0.0
Supervisor and Above	0.0	7.0
Other (Library, Art, Geography, Reading, etc.)	0.0	3.6
Totals	100.0	100.0

The greatest changes have occurred in the percentage of teachers with supervisory certificate endorsements and those with history endorsements. History endorsements dropped over seven percent (7.3%) while supervisory endorsements now total seven percent (7%) of endorsements and had none in 1970. The other significant changes occurred in the increase of almost five percent (4.9%) in teachers with special education endorsements and the increase in the number of certificates of endorsement in areas not directly related to adult basic education.

Occupational Experience. Most ABE teachers are currently engaged in a professional education occupation. Since ABE teachers are primarily part-time employees, it is essential to evaluate their primary occupations and adult education experiences.

Primary Occupations. The distributions of the various types of primary occupations are presented in Table 37.

Table 37. Primary Occupations of Local ABE Teachers

Primary Occupation	Percentage 1970	1978
ABE Teacher	13.7	20.4
Elementary Teacher	48.8	26.9
Junior High School Teacher	7.1	12.1
High School Teacher	11.6	7.3
College Teacher	0.5	0.8
School Administrator	6.3	2.8
School Counselor	1.9	0.8
Private Business	1.9	2.0
Other	8.2	26.9
Totals	100.0	100.0

The majority of teachers listed their primary occupations as either elementary school teachers (26.9%) or as ABE teachers (20.4%). Another group including administrators, counselors, businessmen and others represent over forty-two percent (42.7%) of the ABE teachers. There has been an increase of approximately seven percent (6.7%) in ABE teachers since 1970 who now consider this their full-time employment. There has been a significant decrease in the percent (-21.9%) of teachers who consider their primary occupation as elementary school teachers.

Adult Education Experience

Initial Interest. Table 38 summarizes the ABE teacher's initial contacts and courses of interest that resulted in their recruitment and employment in the ABE program.

Table 38. Sources of Initial Contact with ABE Program

Source of Contact or Interest	Percentage 1970	1978
ABE Teacher	35.7	43.3
ABE Supervisor	31.5	20.4
Colleges or Universities	2.7	4.1
ABE Students	3.2	.9
Local Principal	11.5	5.3
ABE Workshop	5.0	2.4
Other	10.4	19.6
Totals	100.0	100.0

Over sixty-five percent (68.7%) of the ABE teachers learned about the ABE program from fellow teachers or the local ABE supervisor. The other category which included program publicity, friends, word of mouth, etc. was listed by almost twenty percent (19.6%) of the teachers. This category showed the greatest change since 1970.

ABE Teaching Experience. Table 39 presents the distribution of length of tenure among the current ABE teachers.

Table 39 Summary of ABE Teacher Length of Service in Current Position

Months of Tenure	Percentage 1970	1978
0 - 5	7.9	16.0
6 - 11	30.8	18.3
12 - 17	10.8	14.5
18 - 23	12.4	4.3
24 - 29	16.0	9.8
30 - 35	6.0	3.0
36 - 41	8.4	6.4
42 - 47	2.1	4.7
48 and above	5.6	25.1
Totals	100.0	100.0

Over one-third (34.3%) of the teachers have less than one year of ABE teaching experience. Approximately one-fourth (25.1%) have four years

or more of experience. The shift since 1970 is dramatic. The ABE program now has a large group of teachers with significant experience in the field. Also, the fact that thirty-four percent (34.1%) of the current ABE teachers have less than 2 months experience continues to indicate some program expansion. A significant proportion of this figure is accounted for by the large turnover rate, however.

Experience in Public Education. The distribution of the number of years of public school experience is presented in Table 40.

Table 40. Distribution of ABE Teachers Years of Public School Experience

Prior Experience	Percentage 1970	1978
None	2.9	5.3
1 - 2	11.7	11.7
3 - 6	27.5	29.1
7 - 10	13.5	21.9
11 or more	44.4	32.0
Totals	100.0	100.0

Five percent (5.3%) of the ABE teachers have no prior public school experience. Over eighty percent (83.0%) have had three or more years of public school experience and thirty-two percent (32%) have had eleven or more years. The data suggests that the current ABE program is well staffed with experienced, professionally trained adult teachers and most of the teachers are qualified professional educators. The change toward qualified

educators/teachers appears to represent a professionalization of the ABE staff throughout the State.

Teaching Activities

Appointment. Approximately one-fourth (24.9%) of the ABE teachers are employed full-time and the rest (75.1%) are employed part-time.

Work Schedule. The average ABE teacher spends 9.0 hours per week in the ABE classroom. Table 41 indicates the distribution of hours devoted to ABE instruction. ABE teachers in 1978 spend an average of 2.5 hours more instructing than in 1970.

Table 41. Distribution of the Number of Hours Allocated Per Week in the ABE Classroom

Time Span	Interval	Number		Percentage	
		1970	1978	1970	1978
Weekly	0 - 5	226	138	60.9	55.0
	6 - 10	119	58	32.1	23.1
	11 - 15	8	16	2.2	6.4
	16 - 20	2	16	0.5	6.4
	21 - 25	3	9	0.8	3.6
	26 - 30	5	2	1.3	.8
	31 - 35	4	8	1.1	3.2
	36 - 40	4	5	1.1	2.0
Totals				100.0	100.0

Seventy-eight percent (78.1%) of the ABE teachers work less than eleven (11) hours per week in the local ABE classroom. The remaining teachers (21.9%) work eleven (11) or more hours with less than six percent (6%) working over twenty-five (25) hours per week.

Time Allocated to Specific Activities. The seventy-eight percent (78.1%) of the ABE teachers spend their average eleven (11) hours per week engaged in a variety of activities. Table 42 indicates the average percentage of total ABE teachers' time that is allocated to specific ABE program duties and responsibilities.

Table 42. Average Percentage of ABE Teachers' Time Allocated to Specific Program Activities

Program Activity	Percentage	
	1970	1978
Teaching	25.4	8.6
Preparing Curricula Materials	23.0	6.7
Maintaining Student Records	17.6	16.1
Testing	16.3	39.2
Counseling	15.8	20.0
Other	1.9	9.6
Totals	100.0	100.0

The average teacher is spending approximately eight percent (8.6%) of his/her available time in actual instruction. Testing accounts for the largest use of time. Testing and counseling together account for almost sixty percent (60%) of the teachers' time.

Recommendation

Supportive personnel, aides and counselors should be employed to assume a large portion of the testing, counseling and student records duties and responsibilities. The time reported in actual teaching is

quite an unexpected finding and should occasion great concern. A specific follow-up study of this finding should be immediately undertaken.

Contact With Supervisor. Table 43 indicates the distribution of the number of teacher contacts with the ABE supervisor.

Table 43 Distribution of ABE Teacher Contacts With the ABE Supervisor

Number of Contacts Per Month	Percentage 1970	1978
5 or more	37.0	36.2
4	13.3	9.1
3	11.7	15.4
2	18.3	13.7
1	15.0	18.3
None	4.6	7.0
Totals	100.0	100.0

The average number of ABE teacher contacts with the ABE supervisor is four contacts per month. Thirty-six percent (36%) have five (5) or more contacts with their local supervisor each month. Seven percent (7%) indicated no contacts with their supervisor. More teachers in 1978 have five or more contacts per month with their supervisor than was true in 1970. A higher percentage, however, now report no contacts with their supervisor.

Recommendation

ABE teachers should have contact with their supervisors at least every other week and more often as needed. The programs reporting no

supervisor contacts should make arrangements for such additional personnel, meetings, organization, etc. as is required to provide the minimum contacts.

Local ABE Counselors

Demographic Profile

Sex and Age. Twenty percent (20%) of the counselors are male and eighty percent (80%) female. The mean age is 44.1 years.

Race and Marital Status. Table 44 summarizes the martial status and racial distribution of the ABE counselors.

Table 44. Marital Status and Racial Distribution of Local ABE Counselors

Category	Racial Type or Marital Status	Percentage 1970	Percentage 1978
Race	Caucasian	76.9	30.0
	Negroid	23.1	10.0
	Mongoloid	0.0	0.0
	Other	0.0	60.0
Totals		100.0	100.0
Marital Status	Single	23.1	10.0
	Married	61.5	70.0
	Widowed	15.4	20.0
	Separated	0.0	0.0
	Divorced	0.0	10.0
Totals		100.0	100.0

Recommendation - State

In addition to having more counselors as previously recommended, every effort should be made to increase the percentage of Negro counselors employed. The percentage of Negro counselors employed should closely approximate the percentage of Negroes enrolled in the local program.

Professional Training and Experience

College Training. Table 45 summarizes the local ABE counselors' professional college training, State teaching certification and graduate courses in adult education.

Table 45. Summary of ABE Counselors' College Training, State Certification and Graduate Adult Education Courses

Category	College Degrees, State Certification and Graduate Adult Education Courses	Percentage 1970	1978
College Training	Doctorate	8.3	10.0
	Master's	33.3	20.0
	Bachelor's	41.7	60.0
	Less than Bachelor's	16.7	10.0
Totals		100.0	100.0
State Certification	Post Graduate Professional	50.0	40.0
	Collegiate Professional	30.0	20.0
	Collegiate	10.0	20.0
	Vocational-Industrial Education	10.0	20.0
	Special Education	0.0	0.0
Totals		100.0	100.0
Graduate Course Hour Credit in Adult Education	None	83.3	44.5
	1 - 3	0.0	33.3
	6 or more	16.7	22.2
Totals		100.0	100.0

Two of the counselors have less than a Bachelor's degree. Thirty-three percent (33%) have a Master's degree and one has a Doctorate. Fifty percent (50%) hold post graduate professional certificates. Eighty-three percent (83%) have had no professional adult education courses.

Certificate Endorsement. Ten percent (10%) have a guidance endorsement. The remaining ninety percent (90%) have endorsements in a variety of teaching areas.

Recommendation - State

All ABE counselors should be required to hold an endorsement in guidance. Ideally all counselors should have as a minimum, a Master's degree or better in counseling, student personnel or guidance. The number of counselors holding a guidance endorsement is considerably less in 1978 than in 1970.

Occupational Experience

Primary Occupation. Eighty percent (80%) of the counselors listed their primary occupation as school counselor. One was listed as an ABE teacher and one as an elementary school teacher. The administration, scoring and interpretation of tests and personal or group counseling require the skills of a trained professional counselor. It is unfair and hazardous to expect other personnel to serve in these areas without professional training or supervision.

Adult Education Experience

Initial Interest. Forty-four percent (44%) of the counselors obtained their initial interest in the ABE program from other teachers. The remaining fifty-six percent (56%) were initially attracted by a wide variety of sources.

Current Tenure in ABE Program. The mean length of tenure is currently 52.1 months. This represents a thirty percent (30.5%) increase since 1970.

Public School Experience. Thirty-three percent (33%) of the counselors have eleven (11) or more years of public school experience. Thirty-three percent (33%) have three (3) or more years experience and all have had some experience prior to joining the ABE program. All counselors indicated that they plan to continue working with the ABE program.

Current Activities. There is only one full-time counselor in the entire ABE program.

Hours Scheduled. The ABE counselors work an average of twelve (12) hours per week. This is a significant increase from the average of 4.8 hours in 1970.

Time Allocated to Specific Activities. Table 46 indicates the average percentage of the counselors' total time that is allocated to specific student personnel duties and responsibilities.

Table 46. Average Percentage of ABE Counselors' Time Allocated to Specific Program Activities

Student Personnel Activities	Percentage	
	1970	1978
Student Recruitment	11.0	15.0
Group Testing	12.2	3.0
Individual Testing	0.0	6.1
Counseling	35.4	25.0
Student Records	9.0	8.0
Teaching	11.0	20.0
Occupational-Vocational Education Library	4.6	4.2
Occupational and Educational Placement	6.2	2.2
Referral to Agencies	3.6	6.4
Follow-up of Drop-outs and Absentees	3.6	7.7
Follow-up (Successful Completions)	1.4	1.4
Other	2.0	1.0
Totals	100.0	100.0

Although the current ABE counselors, who are grossly inadequate in numbers, are providing a variety of essential student personnel services, it is evident that their efforts are spread extremely thin. Very little time is devoted to follow-up (9.1%) and to individual testing (none) which could be a most vital aid especially in view of the current poor state of available adult group tests.

It is notable that one-fourth (25%) of the counselor's time is devoted to counseling. This certainly indicates the need for counseling and the students utilization of this service when it is available. It is well documented that the undereducated adult has a high percentage of personal problems associated with his educational disadvantage. The undereducated adult would certainly benefit from professional counseling in solving his problems.

ABE Teacher-Aides and Instructional Assistants

Demographic Profile

Sex. One hundred percent (100%) of the para-professional ABE program personnel responding to the survey are female. In 1970 fourteen percent (14%) were male.

Age. Table 62, page 118 presents the age distribution of the aides and instructional assistants. The mean age of the para-professionals is 37.0 years. Approximately sixty-two percent (61.6%) are below forty years old and fifteen percent (15%) are fifty or above.

Race. Fifty-three percent (53%) are Caucasian and forty percent (40%) Negroes. Six percent (6%) are from other races.

Table 47. ABE Teacher-Aides and Instructional Assistants Age Distribution

Interval	Percentage 1970	1978
19 and below	10.8	3.3
20 - 29	24.9	26.7
30 - 39	24.3	31.7
40 - 49	24.3	20.0
50 - 59	8.3	15.0
60 - 69	5.8	3.3
70 and above	0.6	0.0
Totals	100.0	100.0

Educational Experience. The teacher-aides and instructional assistants have a wide range of educational training. Table 48 indicates the distribution of the number of years of training by type.

Table 48. ABE Teacher-Aides and Instructional Assistants Educational Achievement Levels

Highest Level Achieved	Percentage 1970	1078
Grades 0 - 12	49.4	44.4
One Year College/Vocational or Technical School	17.9	9.5
Two Years College/Vocational or Technical School	11.1	14.2
Three or More Years of College	6.2	14.2
Bachelor's Degree or Equivalent	15.4	17.7
Totals	100.0	100.0

Only forty-four percent (44%) of the para-professionals have less than one year's training beyond high school. Over seventeen percent (17%) have a Bachelor's degree or its equivalent.

The mean length of work experience in the ABE program is 29.1 months. Table 49 presents the distribution of months of experience with the ABE program.

Table 49. ABE Para-professionals Distribution of Months of Experience in Local Programs

Experience (in months)	Percentage 1970	1978
0 - 5	12.6	29.9
6 - 11	39.6	17.2
12 - 17	10.7	13.7
18 - 23	15.1	1.7
24 - 29	11.9	1.7
30 - 35	1.9	3.4
36 - 41	6.3	5.1
42 and above	1.9	27.3
Totals	100.0	100.0

Over half (53.9%) of the ABE para-professionals have been employed for a year or more. In 1970 this percentage was forty-eight percent (47.8%). As the ABE program has matured, there has been a marked trend of increased tenure for all personnel.

Duties and Responsibilities

Appointment. Forty-one percent (41%) of the para-professionals would prefer full-time employment if it were available. This figure is unchanged since 1970.

Totals Hours Worked. The number of hours worked per week ranges from three to thirty-five. The average per week is 10.4 work hours. This is a marked increase from the 1970 figure of 6.6 work hours. Table 50 indicates the distribution of the number of hours worked per week.

Table 50. ABE Para-Professional Distribution of Number of Hours Worked Per Week

Hours Per Week	Percentage 1970	1978
1 - 5	62.3	51.6
6 - 10	31.2	29.0
11 - 15	1.3	3.2
16 - 20	1.3	3.2
21 - 25	0.0	3.2
26 - 30	1.3	3.2
31 - 35	1.3	6.6
36 - 40	1.3	0.0
Totals	100.0	100.0

Fifty-one percent (51%) of the para-professionals work five or less hours per week. Over nineteen percent (19%) work over ten hours per week.

The trend since 1970 has been to increase the average working hours of para-professionals.

Duties Assigned. The para-professionals assist the professional staff in a variety of program activities. Table 51 presents the frequency distribution of duties performed. The para-professionals' duties range from emptying the trash cans to grading papers.

Table 51. Frequency of ABE Program Duties Performed by Teacher-Aides and Instructional Assistants

Duty Performed	Percentage	
	1970	1978
Grading Tests and Papers	21.1	23.2
Keeping Student Records	18.3	14.5
Teaching	13.1	12.4
Testing	12.8	15.7
Operating Audio-Visual Equipment	12.5	12.4
Recruiting Students	12.3	11.2
Advising Students	7.3	5.8
Other	2.6	4.8
Totals	100.0	100.0

It is notable that the highest frequency of listed duties was grading tests and papers. Testing was second highest, with teaching and operating audio-visual equipment third. The recommendation from 1970 to increase the minimum number of hours worked per week has been carried out.

ABE Student

This section will be divided into two main areas: the student evaluation based on the survey results from the Adult Performance Level (APL) Survey and from the individual student survey data comparing 1970 and 1978 results. The first area will present and discuss the results of the local APL Survey.

ADULT PERFORMANCE LEVEL (APL) SURVEY

Description. The Adult Performance Level Survey (APL) is a forty-item instrument designed to measure achievement in relation to objectives samples from each of five content areas. The content areas are: community resources; occupational knowledge; consumer economics, health, government and law. Five skills are measured within each content area. These are identification of facts and terms; reading; writing; computation; problem solving. There are eight items for each content area. The way that each of the skills is distributed across the five content areas is illustrated in Table 6.

The APL Survey is administered without time limits. It may also be given to individuals or groups. There is an Adult Form of the survey and a Student Form. The Adult Form was used in the survey reported in this study.

Design of the APL Survey. Between October 27, 1977 and December 20, 1977, the Adult APL Survey forms, scoring sheets and instructions were mailed to all Supervisors of Adult Education Programs, Directors of Adult Learning Centers, and Directors of Direct Instruction for Adult Learners (DIAL) Centers in the Commonwealth of Virginia. The goal was to measure ten percent of the estimated student population. Estimates of student enrollment were based on data provided by the Supervisor, Adult Education Services.

TABLE 52*

Distribution of Items Across APL Matrix

	Identification of Facts and Terms	Reading	Writing	Computation	Problem Solving	Total
Community Resources	1	2	2	1	2	8
Occupational Knowledge	1	2	1	2	2	8
Consumer Economics	1	2	1	2	2	8
Health	1	2	2	2	1	8
Government and Law	2	1	2	2	1	8
TOTAL SURVEY	6	9	8	9	8	40

*The American College Testing Program, Adult APL Survey User's Guide, p. 5.

It was initially anticipated that a 2,000 sample would be required to reach the desired level of ten percent. This figure was based, however, on the estimated cumulative total enrollment of adult students in Virginia. During the period in which the APL Survey was administered the average enrollment in Virginia was 18,053. Over 1,200 students were actually surveyed. The sample, therefore, represents ten percent of those students enrolled in the Adult Education Program of Virginia between July 1, 1976 and June 30, 1977.

The APL Survey was administered so that the information could be obtained at State and local levels. The data and findings recorded in this report relate to the State level. Data related to each local program will be provided to the appropriate program.

Using APL Data. It was anticipated that data from the APL Survey would be useful at various program levels to assist in a variety of programmatic tasks.

At the local program level, the APL Survey can assist in at least three functions: curriculum development; local program evaluation; and staff development. At the State level, the APL Survey yields information for developing programs which are specifically focused on functional competency. At this level comparisons between the local, State and national norms can be made as well as between the various programs within the State. Such comparisons yield data for the documentation of the progress of adult education programs, a framework for reporting the instructional effectiveness of such programs, and a clear rationale for the allocation of resources within the State.

The APL Survey is also useful at the classroom level in assessing individual student performance, providing students with feedback concerning their functional competency and for determining the emphasis for individual instruction. In conducting the APL Survey in Virginia, this use of the APL was not emphasized. It was found that to do so would have created an excessive administrative burden in order to comply with the Privacy Act.

Interpreting Results. Findings of the APL Survey conducted in Virginia are reported in this study for the State, Adult Basic Education Programs, Adult Learning Centers, and DIAL Centers. Information at each of these levels is reported by content area and by skill area. The eight summary reports resulting from the four levels and two areas are found in Tables 7 through 14. (see Appendix C)

Data in the summary tables reports performance by item. Each table provides percentage of correct responses by survey group, percentage of correct responses by norming group, mean scores and standard deviations. These data are intended to answer the following questions:

1. How does the overall competency of this group compare with that of other groups of adult education students?
2. In what content areas is this group most/least competent?
3. In which skill areas is this group most/least competent?
4. What are the relative strengths and weaknesses of this group in the content areas of least competency?

Normative Information. Normative information for the APL Survey is available for the total norming sample of adult students, for four

geographic regions, and for five community sizes. The four geographic regions are Northeast, North Central, South and West. Virginia is included in the Southern Region. Table 15 shows the percentage of correct responses by students for each item by the total (norming) sample and by subsamples of geographic regions. Means and standard deviations for the Content Area and the Skill Area by geographic region are shown in Table 16.

Relative Ratings. The overall competency of a group is indicated by the group's mean scores. Comparisons of group mean scores with the average scores of the total APL norming group are recorded as Below Average, Average, or Above Average. Table 17 depicts the range of the mean scores by Content Area and Skill Area for each rating within each geographic region. Table 18 provides the range of mean scores for the total sample by Content Area and Skill Area.

Findings and Recommendations - State. The following are findings related to the State-wide level of the ABE program:

1. The 1,251 students taking the APL Survey made an average score of 25.54 (Table 7). The Southern Region average score is 27.37. The total norming sample average score is 28.16. Perfect score is 40. The level of functional competency of students in Virginia's ABE program is below average.

   Recommendation: APL Survey should be incorporated into the regular testing procedures of the ABE program. Entry and exit competency levels should be measured. Reaching the national mean score of 28.16 should be made a State-wide goal.

Table 53. Percentage of Students Choosing the Correct Response to Each Item for the Total Sample and for Subsamples by Geographic Region

Item Number	Total Sample (N=2,853)	Geographic Region			
		Northeast (N=581)	North Central (N=751)	South (N=929)	West (N=560)
1	92.9	93.8	92.8	92.4	93.4
2	92.4	92.3	92.4	92.6	92.7
3	89.3	89.8	92.1	86.5	90.4
4	86.9	86.6	89.7	85.1	86.4
5	84.3	84.9	87.6	81.8	85.0
6	61.4	58.9	64.7	59.3	63.7
7	52.1	49.6	56.5	50.6	52.0
8	75.1	75.2	78.7	68.6	82.1
9	79.7	79.5	83.4	78.5	77.7
10	89.0	87.3	89.2	89.3	90.5
11	77.5	77.8	81.8	75.3	76.1
12	75.4	78.0	77.1	74.0	73.6
13	80.0	79.5	82.2	78.5	80.7
14	53.1	56.6	52.9	49.9	55.5
15	61.5	61.4	61.5	59.8	64.5
16	48.0	49.2	50.2	41.9	54.8
17	90.0	89.0	91.1	90.1	90.2
18	87.8	88.5	88.4	87.0	87.9
19	78.2	75.0	79.1	80.6	76.6
20	57.0	60.8	55.7	54.9	58.9
21	67.5	71.9	67.4	67.7	65.4
22	51.1	50.8	58.6	45.1	51.6
23	43.6	46.1	43.9	40.4	46.1
24	51.1	51.1	51.0	50.6	52.5
25	74.7	78.5	76.3	72.4	73.2
26	70.5	72.1	72.3	70.4	67.1
27	71.0	69.7	72.3	70.2	72.3
28	68.0	67.6	71.8	64.3	69.8
29	69.7	71.4	72.2	64.5	73.6
30	90.8	90.4	92.1	90.6	90.0
31	68.2	70.4	72.3	63.7	68.8
32	60.2	64.4	62.1	58.2	57.1
33	89.0	87.8	89.7	88.4	90.2
34	85.6	87.4	86.2	83.5	86.8
35	82.2	82.6	82.8	80.4	83.6
36	67.5	70.9	68.6	62.0	72.3
37	60.6	59.2	61.5	60.7	61.4
38	51.5	49.4	55.0	48.8	53.6
39	42.1	42.3	43.5	38.8	46.2
40	39.4	37.9	41.1	39.4	38.4

Table 54. Summary Statistics Based on Individual Responses by Geographic Region

	Number of Items	Northeast (N=581)		North Central (N=751)		South (N=929)		West (N=560)	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
CONTENT AREAS:									
Community Resources	8	6.31	1.46	6.55	1.37	6.17	1.62	6.46	1.49
Occupational Knowledge	8	5.69	1.84	5.78	1.77	5.47	1.86	5.73	1.94
Consumer Economics	8	5.33	1.75	5.35	1.74	5.16	1.74	5.27	1.81
Health	8	5.85	1.86	5.91	1.81	5.54	1.94	5.72	2.02
Government and Law	8	5.18	1.64	5.28	1.69	5.02	1.78	5.32	1.72
SKILLS:									
Identification of Facts and Terms	6	4.12	1.56	4.21	1.53	3.91	1.56	4.23	1.61
Reading	9	6.26	1.87	6.51	1.83	6.19	1.92	6.48	1.93
Writing	8	5.80	1.58	5.94	1.50	5.68	1.60	5.90	1.66
Computation	9	5.80	2.08	5.83	2.09	5.42	2.10	5.67	2.10
Problem Solving	8	6.38	1.59	6.39	1.48	6.16	1.63	6.22	1.67
TOTAL SURVEY	40	28.36	6.84	28.88	6.66	27.37	7.17	28.51	7.33

Table 55. Score Ranges Associated with Class Mean Ratings for Content Areas and Skills and for the Total Survey by Geographic Region

	Northeast (N=17)			North Central (N=22)			South (N=29)			West (N=22)		
	Below Average	Average	Above Average	Below Average	Average	Above Average	Below Average	Average	Above Average	Below Average	Average	Above Average
CONTENT AREA:												
Community Resources	0.0-5.3	5.4-6.4	6.5-8.0	0.0-5.9	6.0-6.9	7.0-8.0	0.0-4.9	5.0-6.6	6.7-8.0	0.0-5.4	5.5-6.6	6.7-8.9
Occupational Knowledge	0.0-4.3	4.4-5.8	5.9-8.0	0.0-5.2	5.3-6.3	6.4-8.0	0.0-4.0	4.1-5.7	5.8-8.0	0.0-4.3	4.4-5.9	6.0 8.0
Consumer Economics	0.0-4.7	4.8-5.6	5.7-8.0	0.0-4.8	4.9-5.8	5.9-8.0	0.0-4.2	4.3-5.4	5.5-8.0	0.0-4.1	4.2-5.5	5.6-8.0
Health	0.0-5.1	5.2-6.0	6.1-8.0	0.0-5.5	5.6-6.7	6.8-8.0	0.0-4.2	4.3-6.0	6.1-8.0	0.0-4.3	4.4-6.3	6.4-8.0
Government and Law	0.0-4.4	4.5-5.5	5.6-8.0	0.0-4.9	5.0-5.7	5.8-8.0	0.0-4.2	4.3-5.3	5.4-8.0	0.0-4.3	4.4-5.7	5.8-8.0
SKILLS:												
Identification of Facts and Terms	0.0-3.2	3.3-4.4	4.5-6.0	0.0-3.9	4.0-4.8	4.9-6.0	0.0-3.0	3.1-4.3	4.4-6.0	0.0-3.1	3.2-4.7	4.8-6.0
Reading	0.0-5.2	5.3-6.4	6.5-9.0	0.0-6.1	6.2-7.0	7.1-9.0	0.0-4.6	4.7-6.5	6.6-9.0	0.0-5.4	5.5-6.7	6.8-9.0
Writing	0.0-4.8	4.9-5.8	5.9-8.0	0.0-5.3	5.4-6.2	6.3-8.0	0.0-4.7	4.8-5.8	5.9-8.0	0.0-4.5	4.6-6.0	6.1-8.0
Computation	0.0-4.9	5.0-6.2	6.3-9.0	0.0-5.1	5.2-6.5	6.6-9.0	0.0-4.2	4.3-5.9	6.0-9.0	0.0-4.6	4.7-6.2	6.3-9.0
Problem Solving	0.0-5.5	5.6-6.6	6.7-8.0	0.0-5.9	6.0-6.6	6.7-8.0	0,0-4.7	4.8-6.5	6.6-8.0	0.0-5.0	5.1-6.6	6.7-8.0
TOTAL SURVEY	0.0-25.67	25.68-29.59	29.60-40.00	0.0-27.00	27.01-31.50	31.51-40.00	0.0-23.40	23.41-29.18	29.19-40.00	0.0-25.55	25.56-30.25	30.26-40.00

Table 56. Score Ranges for Total Norming Sample (N=2,853)

	Total Sample		
	Below Average	Average	Above Average
CONTENT AREAS:			
Community Resources	0-4	5-7	8
Occupational Knowledge	0-3	4-6	7-8
Consumer Economics	0-3	4-6	7-8
Health	0-3	4-7	8
Government and Law	0-3	4-6	7-8
SKILLS:			
Identification of Facts and Terms	0-2	3-5	6
Reading	0-4	5-7	8-9
Writing	0-3	4-6	7-8
Computation	0-3	4-7	8-9
Problem Solving	0-4	5-7	8
TOTAL SURVEY	0-23	24-33	34-40

2. State-wide performance was average in all content areas except Government and Law (Table 7). Mean student performance in this area was below average. Comparison of mean scores with regional averages reveals that State scores fall in the lower half of the average range in occupational knowledge and in the upper half of the average range in community resources and health. When compared to national norms, Virginia falls in the lower half of the average range in community resources, occupational knowledge, consumer resources and health (compare Tables 7, 17, and 18). A comparison of the percentage of correct answers for the Southern Region and for Virginia indicates that Virginia students equaled or excelled region students only on five questions out of the total of 40 questions (#5, #10, #18, #21 and #24).

   Recommendation: All content areas reported in the APL Survey suggest the need for State-wide attention. This is clearly the case when student performance is compared to national norms. ABE curriculum planning should be based on the Adult Performance Level Goals and Objectives. These goals and objectives are the criteria of functional competency. Level of functional competency is measured by the APL Survey. Use of the goals and objectives for program planning should be coupled with on-going use of the APL Survey for State-wide evaluation.

3. State-wide student performance was average in all skill areas except Identification of Facts and Terms. Performance in this skill was below average. In all those skill areas in which performance was average, Virginia's mean scores were all in the

lower half of the average range. An examination of the percentage of correct reponses indicates that Virginia students reached the Southern Region performance levels on two reading items, two writing items, and one problem solving item. In the other 35 items they did not reach the region levels of percent correct (Table 7). Virginia generally does not reach average levels of percentage correct responses when compared to the Southern Region. Of the four norming regions (Northeast, North Central, South, and West), the South ranks fourth. In terms of percentage correct for each of the 40 items on the survey, Virginia is equal to or better than the South in only five items. Virginia is below average in the poorest performing region.

Recommendation: Special emphasis should be directed toward developing skills in identifying facts and terms. But reading, writing, computation and problem solving are skills which measure below average on most items. Information on skills should be incorporated into the curriculum planning process as proposed in the recommendation following finding #2.

4. Comparison of State, ABE Program, Learning Centers and DIAL Centers. Tables 19 and 20 provide comparisons between State, ABE Programs, Adult Learning Centers and DIAL Centers. Because of the limited number of surveys from the two DIAL Centers in the State, comparisons between DIAL Centers should not be pressed. It must also be noted that some of the data should be used to compare the relative effectiveness of the instructional programs conducted in the ABE Programs, the Adult Learning Centers, and DIAL Centers.

Table 57. Comparison of Percentage Correct from State, ABE Program, and Adult Learning Center on APL Survey

Item Number	Content Area	Skill Area	State (N=1,251)	ABE Program (N=1,004)	Learning Center (N=229)	Southern Region
1	Community	Writing	88	88	90	93
2	Resources	Problem Solving	83	83	86	92
3		Problem Solving	80	80	80	89
4		Computation	79	78	83	87
5		Writing	90	89	93	84
6		Identification	46	45	51	61
7		Reading	51	54	42	52
8		Reading	67	68	63	75
9	Occupa-	Problem Solving	64	63	69	80
10	tional	Reading	90	89	95	89
11	Knowledge	Problem Solving	65	63	71	78
12		Computation	69	70	64	75
13		Writing	64	64	65	80
14		Computation	43	43	42	53
15		Reading	47	47	51	62
16		Identification	22	23	18	48
17	Consumer	Reading	87	87	90	90
18	Economics	Reading	88	87	90	88
19		Identification	64	63	68	78
20		Problem Solving	43	41	47	57
21		Problem Solving	71	71	69	68
22		Computation	42	43	35	51
23		Computation	34	34	30	44
24		Writing	51	52	49	51
25	Health	Problem Solving	64	63	67	75
26		Computation	64	64	62	71
27		Reading	58	58	59	71
28		Reading	58	58	57	68
29		Writing	64	63	68	70
30		Writing	88	87	92	91
31		Identification	52	50	58	68
32		Computation	58	58	59	60
33	Govern-	Problem Solving	79	75	88	89
34	ment	Identification	69	66	71	86
35	& Law	Computation	71	71	73	82
36		Identification	47	46	50	68
37		Writing	54	53	56	61
38		Writing	37	37	35	52
39		Computation	33	32	35	42
40		Reading	29	26	31	39

Table 58. Comparison of Mean Ratings of State, ABE Program, Adult Learning Centers and DIAL Centers

	Number of Items	State	ABE Program	Learning Centers	DIAL Center
Content Area					
Community Resources	8	5.9	5.8	5.9	6.0
Occupational Knowledge	8	4.6	4.8	4.7	5.0
Consumer Economics	8	4.8	4.8	4.8	5.6
Health	8	5.1	5.0	5.2	5.9
Government and Law	8	4.2	4.1	4.4	4.8
Skills					
Identification	6	3.0	2.9	3.2	3.3
Reading	9	5.8	5.7	5.8	6.0
Writing	8	5.4	5.3	5.5	5.7
Computation	9	4.9	4.9	4.8	5.8
Problem Solving	8	5.5	5.4	5.8	6.6
Totals	40	24.54	24.36	25.14	27.33

Too many uncontrolled variables affect these data. These data can be used, however, to suggest program emphases. Very little difference is noted between State, ABE Programs, and Learning Center means (Table 20). DIAL students performed better than other students in all content areas and in all skill areas. Learning Center students performed as well as or slightly better than ABE Program students in all content areas except occupational knowledge. In the skill area, Learning Centers reported slightly higher mean results for all skills except computation. These data are only suggestive of a trend which does indicate that students at the Learning Centers do perform somewhat higher than other ABE students (except DIAL students).

Recommendation. Further research should be done to compare the relative effectiveness of the various ABE delivery systems in Virginia. Data from the APL Survey suggests that differences in student performance in each of the delivery systems do exist. These differences should be investigated and accounted for.

ABE STUDENT COMPARATIVE SURVEY DATA

Demographic Profile

Age. Table 79 presents the age distribution of the ABE students. The mean age was thirty-two years (32.9). Approximately forty-four percent (44.4%) of the students are below twenty-eight (28) years of age. Three percent (3.9%) are sixty-two (62) or older.

Sex. In 1970, the percentage of female students were fifty-nine (59%) and the percentage of male students was forty-one (41%). In 1978, thirty-eight percent (38.4%) are male and sixty-one percent (61.4%) are female.

Table 59. Distribution of ABE Students' Ages

Age Interval in Years	Percentage 1970	1978
18 - 28	28.7	44.4
29 - 39	21.1	30.1
40 - 50	24.1	14.6
51 - 61	18.1	7.2
62 and over	8.0	3.7
Totals	100.0	100.0

Marital Status and Race. Table 60 summarizes the ABE students' marital status and racial distribution. In 1970 the largest student group was Negroid. In 1978, it is Caucasians.

Table 60 ABE Students' Marital Status and Racial Distribution

Category	Racial Type or Marital Status	Percentage 1970	1978
Race	Caucasian	43.6	47.7
	Negroid	53.6	43.2
	Mongoloid	1.4	10.6
	Other	1.4	8.5
Totals		100.0	100.0
Marital Status	Single	20.3	30.2
	Married	64.1	56.2
	Widowed	7.0	4.0
	Separated	5.0	4.8
	Divorced	3.6	4.8
Totals		100.0	100.0

Number in Household. The mean number of people residing in each household is four (4). This is unchanged since 1970. Over seventeen percent (17%) have five (5) or more people living in the immediate household. In 1970, twenty-three percent (23%) had five (5) or more people living in the household.

Head of Household. Only twenty-five percent (25%) of the students list themselves as the head of household and principal wage earner. In 1970, the percentage was thirty-nine (39).

Dependents. One hundred percent (100%) of the students list dependents under age ten (10). Table 61 indicates the distribution of the number of ABE students' dependents.

Table 61. Distribution of Number of ABE Students' Dependent Children

Age Intervals	Percentage 1970	1978
None	0.4	7.0
1 - 3	67.5	71.4
4 - 6	23.3	19.4
7 - 9	7.0	2.2
10 - 12	1.6	0.0
13 - 15	0.2	0.0
Totals	100.0	100.0

The mean number of dependent children is three (3). This figure remains unchanged since 1970. If each undereducated adult is affecting the lives of three or more children, then the scope of the problem is greatly enlarged. Conversely, the good effects of successful programs are limitless, as the homes and children of the ABE students are enriched and benefited by the participation of one or more members of the household.

Income. There is a great amount of evidence that supports the positive relationships among and between income, standard of living and education. Seventy-four percent (74%) of the ABE students indicated that they had held full-time employment for at least six months. Table 62 indicates the distribution of the ABE students' estimated yearly earnings and the families' income for twelve (12) months.

Table 62. ABE Students' Earnings and Their Families' Combined Yearly Income

Income Source	Income Level	Percentage 1970	Percentage 1978
ABE Student	$6,000 or more	14.5	28.9
	4,000 - 5,999	16.6	12.9
	3,000 - 3,999	13.2	7.2
	2,000 - 2,999	13.9	7.3
	0 - 1,999	41.8	43.1
Totals		100.0	100.0
Combined Family	$6,000 or more	35.2	68.7
	4,000 - 5,999	21.4	11.9
	3,000 - 3,999	15.2	6.2
	2,000 - 2,999	14.1	6.1
	0 - 1,999	14.1	7.1
Totals		100.0	100.0

In 1970, over half (55.7%) of the ABE students earned less than $3,000 per year. Only fourteen percent (14.5%) earned over $6,000 per year. In 1978, the percentages are forty-eight (48.1%) and twenty-eight (28.5%) consecutively. In 1970, over one-fourth (28.2%) of the ABE families earned less than $3,000 combined income per year. In 1978, this figure is thirteen percent (13.2%).

The crippling combination of large families and low income still exists. Fifteen percent (15%) of the students indicated that welfare was part of the families' income.

Occupational Information

Current Work Status. Table 63 presents the current work status of the ABE students.

Table 63. Current Work Status

Work Status	Percentage 1970	1978
Employed Full-Time	52.5	41.2
Employed Part-Time	12.3	10.1
Unemployed and Looking	12.8	18.7
Not Seeking Work	22.4	30.0
Totals	100.0	100.0

In 1970, over one-third (35.2%) of the students did not work. In 1978 the figure has increased to almost one-half (48.7%). Only

fifty-two percent (52.5%) worked full-time in 1970. In 1978 the figure had dropped to forty-one percent (41.2%). The reasons for not being employed full-time are presented in Table 64.

Table 64. ABE Students' Reasons for Non-Full-Time Employment

Reasons for Non-Full-Time Employment	Percentage 1970	1978
Keeping House	41.3	37.6
Disabled	6.7	6.9
No Work Available	14.0	25.6
Retired	8.7	5.6
Other	29.3	24.3
Totals	100.0	100.0

Work Type Preference. An analysis of the students' stated preference in regard to a number of work environment variables indicated no clear perferences among the numerous alternatives.

Occupational Skills and Experience. The students were asked to indicate the type of work in which they were most skilled and experienced. The work types were then classified in eight (8) occupational categories. The results of this analysis is presented in Table 65 , page 141.

The largest percentage (37.6%) indicated skills and experience in "service" type jobs. The next most frequent classification was, "craftsman" with seventeen percent (17.6%). These figures are essentially

Table 65. ABE Students' Occupational Skills and Experience Classifications

Occupational Classification	Percentage 1970	1978
Craftsmen	16.0	17.6
Industrial Skilled and Semi-Skilled	10.9	11.7
Small Tradesmen	7.2	7.0
Operatives	7.1	5.2
Service, Non-Household	19.4	20.2
Service, Household	19.8	17.4
Industrial Unskilled	6.6	7.2
Agriculture	5.6	2.6
Other	7.4	11.1
Totals	100.0	100.0

the same for 1970. Industrial skilled and semi-skilled accounted for approximately twelve percent (11.7%). It appears that over sixty-five percent (65%) of the students have training and experience in low skilled and subsequently low income jobs. These figures are also about the same as they were in 1970.

The key to improved living conditions is increased income. Increased income results from developing and using occupational skills that society needs. Literacy skills are the first step on the ladder of education and job training. ABE should and must relate to occupational skill development. To teach a person to read is a noble objective and provides food for the

hungry mind; to teach a student salable occupational skills is a higher objective as it provides nourishment for starving self images and a better living environment for all members of society.

Recommendation - Federal

Occupational skill training and literacy training should be either combined or closely coordinated in the USOE. Students should be provided the opportunity to receive literacy and skill training in the same location or at close proximity in easily accessible areas.

Recommendation - State

ABE training should be provided for adults who need it in all types of occupational skill training programs, i.e., vocational, industrial, technical, on job, work corp, new careers, etc. ABE mobile or transportable units should be provided to local industries that desire to up-grade their workers. In short, ABE training should be provided whenever and wherever the need exists in the community. Every effort should be made to coordinate and incorporate literacy training with occupational skill training.

Residence

Home Ownership. Forty-one percent (41%) of the students indicated that they own or are buying their homes. In 1970, this figure was fifty-seven percent (57%).

Home Location. Table 86, page 142 indicates the distribution of the location of the students' homes. A major shift to suburban homes is a trend since 1970 with an eighteen percent (18.3%) increase.

Table 66. Distribution of Location of Students' Homes

Location of Home	Percentage 1970	1978
Urban	45.8	39.2
Rural Non-Farm	26.3	21.2
Farm	10.7	4.1
Suburban	17.2	39.5
Totals	100.0	100.0

Mobility. Sixty-seven percent (67%) of the students indicated that they do not wish to move from their current home location. Table 67 indicates the distribution of the number of residence moves within the last five (5) years.

Table 67. Distribution of ABE Students' Residence Moves Within a Five Year Period

Number of Moves	Percentage 1970	1978
11 or more	0.6	0.9
9 - 10	0.9	0.7
7 - 8	1.2	0.6
5 - 6	3.8	5.2
3 - 4	17.1	18.2
1 - 2	74.6	50.1
None	1.8	24.3
Totals	100.0	100.0

The mean number of moves per ABE student is two (2). This is unchanged since 1970. The student population is considerably less mobile in 1978 than in 1970. Almost one-fourth (24.3%) of the students have not moved in the last five (5) years. This shows a definite trend toward stability even though a slightly higher percentage had several moves (25.6%) in 1978 compared to 1970 (23.4%).

Educational Background

Primary Language. Twenty-nine percent (29%) of the ABE students indicate that Spanish or another foreign language was the primary language used in the last school that they attended.

Parents Educational Level. Table 68 summarizes the students' parents highest level of educational achievement.

Table 68. Parents' Level of Educational Achievement

Educational Level of Achievement	Percentage 1970	1978
Received graduate school degree	0.7	1.6
Graduated from college	1.6	3.8
Attended college or other technical or special school	3.0	3.8
Completed high school	8.7	21.7
Completed elementary school	25.4	34.0
Completed less than 7 grades	60.6	35.1
Totals	100.0	100.0

Only eight percent (8.7%) of the ABE students' parents had completed high school in 1970. In 1978, almost twenty-two percent (21.7%) had completed high school. Approximately sixty percent (60.6%) of the parents completed less than seven (7) grades in 1970. In 1978, this percentage was thirty-five (35.1%). This data continues to support the often suspected notion that the parents' educational level profoundly affects the children's educational values and opportunities. It also re-confirms the wealth of research data and logical reasoning that concludes that the environmental variables affecting the parents and the interaction of each member's deprivation affects the whole family.

Public School Achievement Levels. Table 69 presents the distribution of the highest grade level achieved prior to enrolling in the ABE program.

Table 69. Distribution of Students' Highest Grade Level Achieved Prior to ABE Enrollment

Highest Grade Level Achieved	Percentage 1970	1978
12	8.1	17.6
11	3.4	9.8
10	5.9	15.7
9	7.4	18.1
8	10.2	10.7
7	17.4	10.8
6	13.7	7.8
5	9.9	3.3
4	8.1	1.6
3	7.7	3.1
2	4.5	1.3
1	1.6	0.1
0	2.1	0.1
Totals	100.0	100.0

The mean highest grade level achieved as 8.7 grades which is about two grades above the 1970 average. The number completing the twelfth (12th) grade has doubled since 1970. Table 70 presents the students' distribution of the number of years separation from school prior to ABE enrollment.

Table 70. ABE Students' Number of Years Separation from School Prior to ABE Enrollment

Years Separated	Percentage 1970	1978
0 - 4	9.9	20.2
5 - 9	11.8	10.0
10 - 14	12.0	16.8
15 - 19	9.9	10.0
20 - 24	13.6	12.3
25 - 29	10.7	5.5
30 - 34	11.0	4.6
35 - 39	7.6	2.2
40 - 44	7.9	1.4
45 - 49	1.7	1.2
50 - 54	2.6	1.0
55 - 59	0.7	0.0
60 - 64	0.4	0.0
65 - 69	0.1	0.0
70 - 74	0.1	0.0
Totals	100.0	100.0

The mean number of years separation from school prior to ABE enrollment was 13.7 years. In 1970 it was 21.7 years. Approximately fifteen percent (15.9%) of the students have been out of school twenty-five (25) years or more prior to ABE enrollment. This data helps explain the often large differences between measured grade level achievement and actual grade level completion. It is especially noteworthy that ABE students surveyed had stayed in school approximately a year longer as of 1978; and that a noticeable shift to enrolling in ABE programs sooner has occurred.

Reasons for Leaving School. The reasons for dropping out of the public school system are varied. Table 71 presents a summary of the most frequently stated reasons.

Table 71. ABE Students' Reasons for Leaving Public School System

Reason for Dropping-Out	Percentage 1970	Percentage 1978	Change
Parental Indifference	4.1	17.1	+13.0
Subject Difficulties	6.7	4.4	-2.3
Marriage	16.0	4.2	-11.8
To Seek Employment	23.5	8.3	-17.2
Prolonged Absence from School	3.8	2.8	-1.0
Influence of Out of School Associates	2.1	4.5	+3.4
Health Problems	6.7	19.3	+12.6
Disciplinary Problems	1.7	25.3	+23.6
Military Service	0.9	10.3	+9.4
Financial Difficulties at Home	20.4	3.8	-16.6
Other	14.1	0.0	-14.1
Totals	100.0	100.0	

A number of significant changes in the cause for dropout have taken place since 1970. It should be noted that of the four major areas of great increase as of 1978, three could be directly benefited by counselor assistance in the ABE program format; having a direct influence on student learning.

Recommendation

Procedures should be modified to obtain notification from the public school system of all high school drop-outs, who are legally qualified to participate in the ABE program, i.e., sixteen (16) years of age. These drop-outs should be recruited to resume their studies toward a high school equivalency as soon as possible. Many drop-outs leave school because they are unable to function in that type of rigidly structured environment. ABE Learning Centers with flexible individually designed and scheduled instructional programs are ideal for accommodating students' work schedules.

Special recruitment efforts and programs should be developed to salvage the drop-outs as soon as possible after separation from the public secondary system. The secondary schools should make provisions for referral to the ABE program and allow transfer back and forth between the two programs with acceptance and credit for work completed in the ABE program. Further study of the causes of drop-outs should be made for further verification of these findings.

It is quite possible that the ABE program can salvage numerous drop-outs with short term problems and return them to the secondary system with very little or no loss in achievement. Several students have exhibited achievement in the ABE Learning Centers far superior to their high school achievement record.

Post-School Training. The results of an analysis of the types of post public school training experience of the ABE students prior to ABE enrollment are presented in Table 92.

Table 72. ABE Students' Post Public School Training Experience

Type Training	Percentage 1970	1978
Federal Welfare Work Experience Program	6.9	3.4
Adult Vocational Training	10.8	13.4
Manpower Development and Training	1.6	4.7
Military Occupational Training	5.4	9.2
Other Occupational or On-Job Training	17.5	10.2
Other Adult Literacy Programs	5.4	7.5
None	52.4	57.6
Totals	100.0	100.0

In 1970, over one-half (52.4%) of the students had no additional training after leaving the public school system. In 1978 this figure has increased to fifty-seven percent (57.4%). This increase may be attributable to the increase in the number of students completing high school. The fact that many of the students are middle-aged, have been out of school a number of years and have had little, if any, formal education since separation from the public school system creates a host of challenges to the ABE program.

In effect, the program not only has the problem of achieving subject matter mastery, but must also teach the students how to learn. Non-existent or dormant study habits, skills and learning strategies must be re-activated or learned.

Recommendation - State

The ABE curriculum should include learning skills instruction as well as the content mastery areas of reading, computation, home and family life, citizenship, etc. The learning skills areas should include note taking, listening, study habits, learning strategies, review techniques, etc.

Future Educational Plans. The ABE students' plans for continuing their current educational activities offers valuable guidance for program planning. Ninety-two percent (92%) of the currently enrolled students indicated that they plan to complete the eighth (8th) grade level. Eighty-seven percent (87%) indicated they plan to continue their education beyond the eighth (8th) grade level. Table 73 indicates the students' preferences for post ABE training.

Table 73. Distribution of ABE Students' Preferences for Specific Types of Post ABE Training

Type Training Preferred	Percentage 1970	1978
GED Test Preparation	46.1	47.0
High School Equivalency	10.2	6.1
Private Commercial School	0.7	8.3
College or University	4.9	4.3
Apprenticeship Training	0.2	9.0
Trade School	4.0	12.3
Community College	5.4	4.3
Vocational School	5.9	.3
Technical School	4.3	5.2
On-Job Training	12.1	.3
Job Skill Training	6.2	2.7
Totals	100.0	100.0

The largest percentage (47.0%) indicated interest in GED preparatory type training.

Citizenship Training. Sixty-six percent (66%) of the ABE student population is not registered to vote. In 1970, the percentage was forty percent (40%). Of the remaining thirty-four percent (34%) who are registered voters, seventy-five percent (75%) voted in the last Presidential election.

Recommendation - State

Citizenship training should be included in each local ABE curriculum. Special field trips to register and vote should be part of the citizenship training. Demonstrations of the efficacy of the democratic process should be arranged. Legal information and trips to observe judicial procedures should be provided. The disadvantaged adult must learn that the system can work and that it can be changed through responsible citizenship activities.

Transportation. One of the most frequently listed ABE program problems is transportation. Sixty-four percent (64%) of the students do not have an automobile. Table 74 indicates the students' means of transportation to and from the ABE program.

Table 74. Students' Means of Transportation to the ABE Program

Type Transportation	Percentage 1970	1978
Car Pool	42.3	40.5
Public Transportation	29.4	1.5
Walk	26.8	28.2
Taxi	1.5	29.8
Totals	100.0	100.0

Student Progress. Table 75 summarizes the students' cumulative hours of attendance.

Table 75. ABE Students' Cumulative Hours Attendance

Total Hours Attendance	Percentage 1970	1978
700 and above	0.7	0.8
600 - 699	0.7	0.4
500 - 599	2.7	0.7
400 - 499	2.5	1.2
300 - 399	3.6	2.9
200 - 299	10.3	5.7
100 - 199	52.8	17.8
0 - 99	26.7	71.5
Totals	100.0	100.0

Approximately three-fourths (71.5%) of the students have had less than 100 hours of instruction. This figure in 1970 was one-fourth (26.7%). Because of the highly skewed distribution, i.e., small number of individuals with high numbers of cumulative hours and large numbers of students with low numbers of cumulative hours, the mean number of hours of instruction would give a distorted measure of the group. The mode, i.e., the number which occurred most frequently, number of cumulative hours of instruction was forty-eight (48). In 1970, it was one hundred and fifty (150).

Reading and Mathematics Achievement. A summary of the students' initial enrollment grade levels, current measured grade levels and average gains in reading and mathematics are presented in Table 76

Table 76. Summary of Students' Grade Level Achievements in Reading and Mathematics

Subject Area	Grade Levels Initial Mean	Initial S.D.	Current Mean	Current S.D.	Mean Gain	Significant at .05 Level
1970						
Reading	5.37	2.36	6.04	2.58	0.67	yes
Mathematics	5.09	1.97	6.03	2.18	0.94	yes
1978						
Reading	6.16	2.37	6.43	2.35	0.27	no
Mathematics	5.63	1.89	6.29	2.14	0.66	yes

Due to the variability in testing procedures and record keeping among the local programs, estimates of average achievement gains per cumulative hours of instruction are, at best, rough approximations. The data available, however, does suggest that the average students will gain approximately one-half grade level in mathematics and one-third of one grade level in reading for each 150 hours of attendance in the ABE program.

The actual cumulative hours of instruction in mathematics and reading were unavailable. It may be safely assumed that the cumulative hours of instruction in mathematics and reading were considerably lower than the cumulative hours of attendance.

Recommendation

Procedures should be established to accurately record the amount of time per day each student spends in each type of instruction and content area. These records would be valuable for program research and reports. The records should be standardized as previously recommended.

Subject Difficulty. The students were asked to indicate the subjects they found most difficult. Mathematics ranked first, spelling second, writing third and reading last.

When asked to compare their current ABE classes with previous public school classes, seventy-one percent (71%) indicated they were very different, twenty-three percent (23%) felt they were similar to elementary school, and six percent (6%) felt they were very much like elementary school. Previous recommendations have stressed the importance of an adult instructional environment, this data supports those recommendations and indicates that a good portion, (71%), are indeed different from elementary and secondary instruction.

Current and Overall Progress. ABE program personnel were asked to rate each student's current and overall program progress based on information taken from the student's achievement records. Table 77 indicates the distribution of types of personnel who completed the Student Data Sheet.

Table 77 ABE Personnel Completing Student Data Sheets

Type Personnel	Percentage 1970	1978
ABE Supervisors	4.2	5.7
ABE Teachers	80.2	68.1
Teacher's Aides	9.1	23.0
Other Clerical Staff	6.5	3.2
Totals	100.0	100.0

The ABE staff's ratings of the students current and overall progress are summarized in Table 78.

Table 78. Summary of ABE Staffs' Ratings of the Students' Current and Overall Progress

Factor Rates	Rating	Percentage 1970	Percentage 1978
Current Progress	Excellent	17.0	12.3
	Good	40.4	41.3
	Average	27.8	30.5
	Fair	12.8	14.2
	Poor	2.0	1.7
Totals		100.0	100.0
Overall Progress	Excellent	20.1	13.4
	Good	40.5	42.6
	Average	27.5	29.2
	Fair	10.7	13.3
	Poor	1.2	1.5
Totals		100.0	100.0

Over one-half (53.6% to 56.0%) of the students are rated as making good or excellent progress. From fourteen to sixteen percent (14% to 16%) are rated as making fair to poor progress. Based on the data available, it appears that approximately eighty-five percent (85%) of the students are making satisfactory progress.

Recommendation - State

Each local program should attempt to determine the reasons for certain students' inability to achieve. When satisfactory progress is not being made, personal counseling and individual testing should be used to discover any mental, physical or emotional disabilities that are impeding progress. Analysis of instructional techniques and personnel competency should be considered in determining the causes of poor achievement.

Program Promotion

The Need for Program Promotion. The ABE image is important to local and State political support and crucial to student recruitment. Each local program engages in various forms of public relations. This section will examine several indications of successful image formation.

Public Relations

Local Advisory Committees. Some progress has been made in the use of local advisory committees. In 1970, eighty-seven percent (87%) indicated no committees, the current figure is eighty-one percent (81.4%), a 5.6% increase. Still approximately eight-two percent (81.4%) of the local programs do not have advisory committees.

State Department Assistance. The ABE Supervisors' ratings of the State staff's assistance in program promotion was "average-good" or 3.57 in 1970 and 3.32 in 1978. This represents a decrease of .25 over the period, and indicates little change in program promotion. Average program promotion will not reach the hard-core adult illiterate.

Community Support. Table 67, page 163, summarizes the ABE Supervisors' and teachers' ratings of the local communities' attitude and support of adult basic education. Approximately fifty-five percent (55.2%) of the ABE Supervisors rated community attitude toward ABE as average or below. This represents an increase of 21.8 percent over 1970. Approximately forty-four percent (43.9%) of the teachers rated community support as adequate. This represents a positive change of eleven percent (11.4%) over 1970. The inadequate ratings dropped fourteen percent (14%). In general, community support and attitude has risen since 1970.

Table 79. Summary of the ABE Supervisors' and Teachers' Ratings of Local Community Support and Attitude

Rater	Factor	Rating	Percentage 1970	Percentage 1978	Change
ABE Supervisor	Attitude	Excellent	7.6	8.6	+1.0
		Good	25.3	36.2	+10.9
		Average	45.6	36.2	-9.4
		Fair	20.2	15.5	-4.7
		Poor	1.3	3.5	-2.2
Totals			100.0	100.0	
ABE Teacher	Support	Adequate	32.5	43.9	+11.4
		Not Sure	27.3	29.9	+2.6
		Inadequate	40.2	26.2	-14.0
Totals			100.0	100.0	

School Division Support. Table 80 indicates the Supervisors' and teachers' ratings of the local school administrations' attitudes toward ABE programs.

Table 80. Summary of School Divisions' Attitude and Support

Rater	Factor	Rating	Percentage 1970	Percentage 1978	Change
ABE Supervisor	School Administrators' attitude toward ABE	Excellent	45.2	23.3	-21.9
		Good	36.9	38.3	+2.6
		Average	15.5	30.0	+14.5
		Fair	2.4	6.7	+4.3
		Poor	0.0	1.7	+1.7
Totals			100.0	100.0	
ABE Teacher	School Division Support of ABE	Adequate	73.5	60.8	-12.7
		Not Sure	19.0	25.9	+6.9
		Inadequate	7.5	13.3	+5.8
Totals			100.0	100.0	

Over sixty-one percent (61.6%) of the Supervisors rated the local administrators attitude as good to excellent. This represents a twenty percent (20.5%) decrease from 1970. The teachers (60.8%) rated school division support as adequate. This is a twelve percent (12.7%) decrease since 1970. In general the school divisions still have favorable attitudes and adequately support ABE, but the level has declined. This relates to the inadequate funding and lack of program promotion activities cited earlier.

Cooperation with Related Agencies. On the local level thirty-eight percent (38.8%) of the Supervisors felt that the cooperation and services from local community agencies were adequate. This compares with thirty-two percent (32.8%) in 1970. Again, it appears that cooperation and coordination between the various community agencies involved with providing service for the disadvantaged adult is inadequate.

Recommendation - State

Local ABE personnel should take the initiative to contact the related agencies in the community. The related agencies should be informed about the purposes of and services provided by the ABE program and in turn learn the same from the agencies. The previous recommendation (1970) concerning the development of an Agency Directory describing location, area served, services provided and contact person is still valid. Representatives from essential related agencies should be appointed to local advising committees.

Student Recruitment. A store without customers is useless except from providing employment for the staff. Student recruitment is directly related to the program promotion activities and the general image ABE has in the community. The ability to attract and enroll students remains a critical problem.

Personnel Involved. Image formation, public relations, and recruitment are all responsibilities of the entire staff. ABE Supervisors spend approximately eight percent (8%) of their time in recruitment activities. This is about a two percent (2%) change from 1970. Table 81 compares the 1970 and 1978 distribution of teachers' student recruitment contacts.

Table 81. ABE Teachers' Student Recruitment Contacts Per Month

Number of Contacts	Percentage 1970	1978	Change
7 or more	9.2	8.2	-1.0
5 - 6	10.0	7.8	-2.2
3 - 4	23.9	15.2	-8.7
1 - 2	31.2	23.1	-8.1
Not my responsibility	25.7	45.7	+20.0
Totals	100.0	100.0	

Almost forty-six percent (45.7%) of the teachers indicated recruitment was not their responsibility. This is a twenty percent (20%) increase from 1970 when it was recommended that teachers be relieved of recruitment responsibilities. Of the remaining fifty-four percent (54.3%) who do student recruitment, thirty-one percent (31.2%) indicate that they make three or more contacts per month.

Recommendation - State

Teachers should not be required to do student recruitment. Part-time counselors or para-professionals should have this responsibility. Successful students make excellent recruiters, each program should use this valuable recruitment asset.

Recruitment Procedures. Forty-seven percent (47%) and twenty-eight percent (28.5%) of the teachers indicated that the student recruitment procedures were inadequate. In 1970, the figures were fifty-two percent (52%) and forty-one percent (41%) respectively.

Publicity. In 1970, the major source of information about the ABE program was from friends. Word of mouth accounted for thirty percent (30.7%) of the students' source of program information. Table 82. compares the distributions of the students source of information about the ABE program.

Table 82. Distribution of Sources of Student Information About the ABE Program

Source	Percentage 1970	Percentage 1978	Change
Friends	30.7	33.5	+2.8
Newspaper	11.2	9.4	-1.8
School Bulletin	8.4	5.8	-2.6
Recruitor	8.3	8.6	+.3
Enrolled Student	7.1	7.1	--
Family	6.9	13.2	+6.3
Welfare Agency	6.1	2.4	-3.7
Employer	5.9	4.3	-1.6
TV or Radio	5.1	3.9	-1.2
Church	4.9	2.4	-2.5
Employment Agency	0.9	1.2	+.3
Other	4.5	8.2	+3.7
Totals	100.0	100.0	

Again, word of mouth from friends accounted for a third (33.5%) of the students' source of program information. The second largest percent (13.2%) was from family and recruitors accounted for only eight percent (8.6%). Printed newspapers and bulletins account for fifteen percent (15.2%) of the total. Forty-five percent (45%) of the Supervisors and thirty percent (30%) of the teachers feel that publicity for the program is inadequate. In general this is not a significant change since 1970. Table 83 summarizes the students' access to mass media.

Table 83 Summary of ABE Students' Access to Mass Media

Media Type	Response	Percentage 1970	Percentage 1978	Change
Radio	Yes	94.7	97.2	+2.5
	No	5.3	2.8	-2.5
Totals		100.0	100.0	
Television	Yes	92.0	96.1	+4.1
	No	8.0	3.9	-4.1
Totals		100.0	100.0	
Newspaper	Yes	77.8	70.0	-7.8
	No	22.2	30.0	+7.8
Totals		100.0	100.0	

The students' access to mass media especially television and radio has increased while newspaper has declined slightly (7.8%). The average ABE student spends 3.3 hours daily watching television. As previously noted, this has potential for recruitment and instruction.

Recommendation

Local programs should make greater use of mass media publicity especially the visual non-reading media of TV and radio. Local public service announcement time should be utilized as well as some paid advertisements directed to family audiences. Word of mouth should continue to be encouraged through students and staff.

Enrollment Problems. An analysis of the reasons ABE teachers listed for enrollment problems indicated that "health or family problems" was the major reason with "unfavorable community attitudes toward ABE" ranking second. Table 84 summarizes the teachers' reasons for non-enrollment. ABE Supervisors indicated "embarrassment regarding educational deficiencies" first; "lack of confidence in personal learning ability" second; with "lack of sufficient information" third.

Table 84. Summary of ABE Teachers' Reasons Why More Adults Do Not Enroll in ABE Programs

Reasons for Not Enrolling	Percentage 1970	1978	Change
Embarrassment regarding educational deficiencies	31.8	.9	-30.9
Lack of confidence in personal learning ability	26.2	20.8	-5.4
Lack of sufficient information to the eligible adult	19.0	6.6	-12.4
Have satisfactory employement, feel no need for improvement	6.5	9.8	+3.3
Health or family problems	5.4	32.9	+27.5
Lack of confidence that ABE program will lead to employment	3.1	10.1	+7.0
Unfavorable community attitudes toward ABE	5.6	18.9	+13.3
Totals	100.0	100.0	

The largest increase (27.5%) since 1970 is in the area of health or family problems. The largest decline (30.9%) is in the area of embarrassment regarding educational deficiencies. These two findings respectively indicate that student acceptance of the program has increased and that health and family problems are now a major concern for non-enrollment. Two other areas that have increased are "unfavorable community attitudes" and "lack of confidence that ABE program will lead to employment."

"Eighty-two percent (82%) of the Supervisors feel that their program is not reaching the hard core illiterate. Some seventy-five percent (75%) felt this in 1970, an increase of seven percent (7%). In general, there are a number of complex reasons why students do not enroll in ABE programs. Many of the solutions required are beyond the ABE programs' ability, authority and resources.

Recommendation

Specific recruitment efforts should be made to enroll the Level I low-literate. Public relations should be designed to create a favorable community image, which is still lacking. Job placement or advancement should be a priority for successful GED graduates. Related agencies should be used to insure that health and family problems receive attention. Again, the reason cited indicate a need for improved counseling services for the ABE student.

Local Instructional Program

This section will treat some specific local factors that were not covered in the State Level Factors section. It will also briefly examine two of the special programs not covered in the 1970 report, i.e., Adult Learning Centers and DIAL.

Instructional Program Ratings. Table 73, page 165, summarizes the ratings of local program factors by both teachers and Supervisors. The ABE Supervisors rated most of the factors "adequate." The three factors receiving the lowest ratings were "classroom use of audio-visuals," "availability of audio-visual aids," and "relationship of materials and instruction to practical problems of interest to students.

The ABE teachers also rated availability and use of audio-visual aids as two of the three lowest factors. The lowest factor was "the use of field trip, guest speakers, and other community resources for instruction," (53% rated inadequate).

The highest rating by Supervisors was for "teamwork among teachers and Supervisors," (88% rated adequate). The highest rating by teachers was for "suitability of teaching methods for adults," (87.3% rated adequate).

Recommendation

Funds should be provided for field trips and greater use of community resources in instruction should be promoted. In-service workshops should be provided for this technique as well as classroom use of audio-visual aids.

Student Personnel Services

Student personnel services are an essential complement of the instructional program. Unfortunately most of these services have to be provided by the instructional staff because funds are not adequate to

Table 85. Summary of Supervisors' and Teachers' Ratings of Instructional Program Factors

Program Factor	Rating	Supervisor Percentage 1970	Supervisor Percentage 1978	Supervisor Change	Teacher Percentage 1970	Teacher Percentage 1978	Teacher Change
Teamwork among teachers and Supervisors	Adequate	86.4	88.2	+1.7	82.7	79.3	-3.4
	Not Sure	8.6	3.4	-5.2	7.1	9.5	+2.4
	Inadequate	5.0	8.5	+3.5	10.2	11.2	+1.0
Variety and Availability of instructional materials	Adequate	95.1	80.0	-15.1	80.4	68.8	-11.6
	Not Sure	0.0	3.3	+3.3	2.6	3.3	+.7
	Inadequate	4.9	16.7	+11.8	17.0	27.9	+10.9
Suitability of teaching methods for adults	Adequate	80.2	88.0	+7.9	82.4	87.3	+4.9
	Not Sure	12.4	8.5	-3.9	2.9	9.3	+6.4
	Inadequate	7.4	3.4	-4.0	14.7	3.4	-11.3
Relationship of classroom materials and instruction to practical problems of interest to students	Adequate	76.3	75.9	-.4	81.6	75.6	-6.0
	Not Sure	17.5	6.9	-10.6	9.9	12.4	+2.5
	Inadequate	6.2	17.2	+11.0	8.5	12.0	+3.5
Effectiveness of the ABE program in meeting students' needs	Adequate	69.1	78.3	+9.2	70.7	80.0	+9.3
	Not Sure	24.7	18.3	-6.4	19.7	14.2	-5.5
	Inadequate	6.2	3.4	-2.8	9.6	5.8	-3.8
Availability of audio-visual aids	Adequate	90.1	75.0	-15.1	72.9	51.5	-21.4
	Not Sure	1.2	5.0	+3.8	6.0	12.5	+6.5
	Inadequate	8.7	20.0	+11.3	21.1	36.0	+14.9
Classroom use of audio-visual aids	Adequate	81.3	61.0	-20.3	72.3	51.9	-20.4
	Not Sure	5.0	11.9	+6.9	6.0	14.0	+8.0
	Inadequate	13.7	27.1	+13.4	21.7	34.1	+12.4

Table 85(continued)

Program Factor	Rating	Supervisor Percentage 1970	Supervisor Percentage 1978	Supervisor Change	Teacher Percentage 1970	Teacher Percentage 1978	Teacher Change
Ability to use ABE program to prepare students for the General Educational Development Exam	Adequate	53.7	84.7	+31.0	27.2	73.7	+46.5
	Not Sure	19.5	11.8	-7.3	30.2	19.4	-10.8
	Inadequate	26.8	3.3	-23.5	42.6	6.9	-35.7
The use of field trips, guest speakers and other community resources fo instruction	Adequate	40.7	88.1	+47.4	36.6	22.4	-14.2
	Not Sure	17.3	8.5	-8.3	17.6	24.6	+7.0
	Inadequate	42.0	3.4	-38.6	45.8	53.0	+7.2

hire trained counselors. The services that should be provided in each local program are recruitment, orientation, student diagnosis, program placement, counseling, career guidance, referral to related agencies, job placement, and follow-up of drop-outs and successful completions.

Existing ABE Student Personnel Services. A general discussion and recommendations have been made in the section on counseling services. This section will discuss student evaluation, job placement, and follow-up activities.

Local Testing Programs

Types of Tests in Use. The broad categories of test types have shown some major shifts since 1970. The use of aptitude tests have increased (17.8%) and achievement tests use has decreased (36.8%), see Table 74. The largest increase (32.9%) was in the use of personality tests, i.e., attitudes, self-concept, adjustment, etc. The use of informal teacher-constructed tests showed a major decrease (18.6%).

Table 86. Types of Tests Used in Local Programs

Test Type	Percentage 1970	1978	Change
Formal:			
Aptitude	10.9	28.7	+17.8
Achievement	43.3	6.5	-36.8
Intelligence	3.7	5.7	+2.0
Personality	2.6	35.5	+32.9
Interest	4.0	10.7	+5.3
Other	4.0	0.0	-4.0
Informal:			
Teacher-Constructed	31.5	12.9	-18.6
Totals	100.0	100.0	

Table 87 indicates the teachers' responses to the question, "What are the two most valid sources of course placement data?"

Table 87. Valid Sources of Initial Course Placement Data

Data Source	Percentage 1970	1978
Initial Interview	23.9	18.7
Student Objectives	15.8	19.6
Test Results	32.3	35.1
Teachers' Opinions	27.2	20.2
Other	3.8	6.4
Totals	100.0	100.0

There were no major shifts in course placement usage. Some fifty-five percent (55.3%) of the teachers listed "test results" and "teacher's opinions" as the two most valid sources of course placement data. This represents a minor four percent (4.2%) decrease since 1970.

Staff Ratings of Current Testing Program. The Supervisors rated the State Department's assistance in student evaluation as average to good (3.42). Fifty-six percent (56%) of the teachers and fifty-eight percent (58.3) of the Supervisors rated the testing program as "adequate." Twenty-four percent (24%) of the teachers and thirty percent (30%) of the Supervisors felt the testing was "inadequate." Another twenty percent (20%) of the teachers indicated they were "not sure." This indicates that approximately half of the teachers and Supervisors are not confident

in the current testing procedures. The major emphasis of the current testing program is on achievement and personality (52.6%). The areas of interest testing, career exploration, etc. account for ten percent (10.7%) of the program. The testing program has become more comprehensive over the past eight years but still needs trained counselors to administer and interpret the variety of self-exploration instruments that are available and could be used to motivate students.

Recommendation

A standardized battery of evaluative instruments should be recommended and required by the State Department. This battery should include aptitude, achievement, personality and career exploration instruments. The data from these instruments should be compiled and reported in State-wide profiles for each school division and for use in State-wide and local evaluations. The APL Survey should be administered to all ABE students and the results used to plan curricula changes State-wide.

Each local program should have a variety of evaluative techniques for student placement counseling and career exploration. The local battery should include verbal and non-verbal measures as well as instruments to identify learning disabilities which have been largely ignored in the past.

Counseling. Since most ABE programs do not have a counselor on the staff, this function is performed by teachers. Recommendations regarding these functions are presented in the section on Local ABE Counselors, pages 113 - 117.

Placement. This service is still lacking and has shown little improvement over the past eight years. It is one of the most important factors in student motivation. Table 88 indicates the Supervisors' and teachers' ratings of local job placement activities.

Table 88. Summary of ABE Supervisors' and Teachers' Ratings of Local Job Placement Activities

Factor Rated	Rating	Supervisor Percentage		Teacher Percentage	
		1970	1978	1970	1978
Job Placement Services	Adequate	24.5	11.9	20.0	16.1
	Not Sure	36.4	40.7	53.4	57.8
	Inadequate	39.1	47.4	26.6	26.1
Totals		100.0	100.0	100.0	100.0
Cooperativeness of Employers in Job Placement	Adequate	27.3	23.3	20.0	14.6
	Not Sure	40.2	41.7	55.7	67.7
	Inadequate	32.5	35.0	24.3	17.7
Totals		100.0	100.0	100.0	100.0

In general the ratings are lower than reported in the 1970 study. It is noteworthy that over two-thirds (67.7%) of the teachers were "not sure" of the "cooperativeness of employers in job placement," and over forty-seven percent (47.4%) of the Supervisors and twenty-six percent (26.1%) of the teachers rated job placement as inadequate.

Follow-up Activities. The Supervisors rated "student follow-up activities from fair to average (2.43). Of the fifteen (15) program factors rated this was the lowest. The ABE teachers indicated that

twenty-three percent (23.1%) made three to four outstide contacts per month with "drop-outs." The largest increase (8.5%) was in the "not my responsibility" category. It is evident that very little follow-up activities are conducted and more than one-fourth (26.8%) of the teachers feel it is not their responsibility. This coupled with the lack of trained counselors indicates little attention is being paid to absentees, drop-outs and successful completions. (see Table 77, page 178).

Recommendation

Student personnel services should be provided in each local program. Trained counselors should be hired part-time to provide personal and group counseling, career exploration, testing, placement, and follow-up. If a counselor cannot be employed, the responsibilities should be assigned to a teacher who has been trained in the area.

As stated in the previous report (1970), an instructional program which doesn't provide necessary student personnel services is unduly increasing the already high probability of failure. To expect an over burdened staff to perform student personnel services in addition to their instructional responsibilities weakens both. Again, it is a funding or allocation problem. Often student personnel services are viewed as non-essential or supplementary to the instructional program. In the ABE population with its high drop-out rates, lack of motivation, etc. student personnel services are more important than ever and if funding is inadequate then materials or a teaching position should be converted to a student personnel position.

Table 89. Summary of ABE Teachers' Efforts to Encourage Absentees and Drop-Outs to Continue Their Enrollment

Number of Contacts Per Month	Percentage 1970	1978	Change
1 - 2	35.3	32.9	-2.4
3 - 4	22.6	23.1	+ .5
5 - 6	11.9	8.6	-3.3
7 or more	11.9	8.6	-3.3
Not my responsibility	18.3	26.8	+8.5
Totals	100.0	100.0	

In-Service Training

Forty-percent (40%) of the Supervisors and forty-four percent (44.2%) of the teachers rated the in-service training program for teachers as "inadequate". The State level in-service training program was discussed previously. This section will treat local in-service training activities.

Initial Job Orientation. Over forty percent (41.4%) of the teachers indicated that upon iritial employment they did not receive any formal orientation in regard to the characteristics of adults or appropriate instructional materials or methods.

Table 90. ABE Supervisors' and Teachers' Cumulative Number of In-Service Training Sessions Attended

Number of Training Sessions	Percentage Supervisor 1970	Supervisor 1978	Teacher 1970	Teacher 1978
4 or more	25.6	58.4	14.5	27.9
3	12.2	13.3	9.0	14.3
2	23.2	10.0	12.7	13.4
1	17.1	13.3	20.9	19.8
None	21.9	5.0	42.9	24.6
Totals	100.0	100.0	100.0	100.0

Participation in In-Service Training. Data Previously discussed in the State level section is supported by the increase (32.8%) in the Supervisors who had attended "four or more" training sessions as shown in Table 78. The number of teachers who had attended "four or more" sessions also increased, by thirteen percent (13.4%). The number of teachers who had not attended any training sessions had decreased from forty-two percent (42.7%) to twenty-four percent (24.6%). Only five percent (5%) of the Supervisors have not attended any in-service training sessions. This data indicates a dramatic increase in the delivery of local in-service training activities.

Local In-Service Training Priorities. Table 78a, page 158 summarizes the ABE Supervisors' ranking of in-service training priorities. "Student recruitment" is still the number one concern and "student placement and follow-up" is last. The rankings have remained fairly constant over the eight year period with several program areas rising or dropping one level. This would tend to support that the training needs remain fairly constant and although more training is being offered and attended, little progress has been made in removing an area from the list or substantially changing its rank.

Table 91. Summary of ABE Supervisors' Rankings of In-Service Training Priorities

Program Area	Rank Order 1970	1978
Student Recruitment	1	1
General Program Promotion	2	3
Curriculum Development	3	2
Student Retention	4	5
Teacher Training	5	4
Student Evaluation	6	6
Instructional Programming	7	8
Program Evaluation	8	7
Student Placement and Follow-up	9	9

These results are probably understandable given the part-time nature of the staff and the high turn-over rate among staff which creates a new population to be trained every two years.

Recommendation

As previosuly discussed in the State level section and in the 1970 report, a comprehensive in-service training plan should be developed that utilizes a variety of training designs. Too much emphasis and reliance is being placed on one shot, one and two day workshops. The training

offered should have continuity and a logical progression, e.g. new teachers and staff should be given Adult Learning Characteristics first, Curricula Design and Instructional Strategies second, Student Evaluation third, etc. The 309 projects should logically complement each other and offer a variety of training options, i.e., courses, independent study, small group seminars, weekend retreats. conferences, workshops, etc.

In addition to State level funded activities, each local program should plan and implement in-service activities for the staff at least once a quarter and preferably one day a month. Staff who attend regional or State-wide training activities should share the new knowledge, content and handouts at a subsequent local in-service session. Each local program should allocate funds for local training activities.

Program Evaluation and Review

In the 1970 State-Wide Evaluation Report it was recommended that local programs plan and conduct on-going evaluations. State-wide studies are valuable and allow comparisons between local programs and give data for State, regional and national norms. It is essential, however, that local programs have their own goals, methods and criteria based on the unique student and environmental variables of the area.

The data collected in this study indicates that very little local program evaluation is being conducted. The ABE Supervisors ranked "program evaluation" seventh in a group of nine in-service training needs and rated the State Department staff's assistance in "program research and evaluation" as average to good (3.55).

An Instructional Model Training Kit was developed with 309 grant monies and distributed to local programs. The "kit" contains modules on Student Evaluation and Program Evaluation. There is no evidence that the modules use is being promoted by the State Department staff or the local Supervisors.

Phase II of this project was the development and dissemination of a local Self-Study Model for on-going local program evaluation. A critical feature of the model is the feedback from the State-wide evaluation that can be used to facilitate local planning and action. The broad goals of the local self-study are to:

1. Develop a systematic and on-going process of diagnosing local program needs that can be responded to with local resources.
2. Develop, implement, and monitor local action plans.
3. Encourage local programs to improve themselves by their own actions and decisions.

The Self-Study Model is detailed in Appendix A. It is basically a guide to self-directed program improvement. It is a data-based, problem solving model that is intended to establish a series of formative events and actions. The Self-Study process is a means for each local staff to increase the quality and efficiency of its ABE program.

Recommendation

The State Department should encourage each local program to engage in a Self-Study using the developed model. The results of the State-Wide Evaluation should be distributed and used in each local self-study. The local ABE Supervisor should have the responsibility for forming and conducting local evaluation activities. Local programs should use the

models in the Systematic Instructional Model for orienting and training its staffs in Student and Program Evaluation.

Summary

It is not sufficient to conduct ABE program evaluations every seven years. Program evaluation should be a continuous management tool used by both the state and local level administrators for decision making. This study indicates rather clearly that a lot of important program decisions are based on popular opinions and administrative expediency. There is very little formative evaluation feedback on the local level and the state level administrative staff does not have a systematic plan for conducting meaningful research and evaluation.

The 309 funding procedures are being used for one-shot, sporadic types of research and demonstrations. Each local program should budget a portion of their program allocation for evaluation activities and the State level staff should plan some long-range cumulative research and evaluation projects. As emphasized earlier an advisory committee would be invaluable in establishing longitudinal research priorities and plans.

This concludes the Local Program Factors section of this report. It is hoped that the data and recommendations in this longitudinal study will lead to better program planning and greater educational opportunities for Virginia's educationally disadvantaged adults.

APPENDIX A

Self Study Model

VIRGINIA COMMONWEALTH UNIVERSITY
910 West Franklin Street • Richmond, Virginia 23284

DEMIC CAMPUS SCHOOLS
Arts
and Sciences
ness
munity Services
ation
al Work
ICAL COLLEGE OF VIRGINIA
PUS SCHOOLS
d Health Professions
c Sciences
istry
icine
ing
macy

May 1, 1978

MEMORANDUM

TO: ABE Supervisors, Dial Coordinators, and Adult Learning Center Coordinators

FROM: Ron Sherron, Director, State-wide ABE Evaluation

SUBJ: Self-Study Model and Personal Evaluation Instruments

Phase II of the State-wide ABE Evaluation was the development of a Self-Study Model for local program use. The Model has been developed and is designed for on-going local use. Results from the State-wide study will be disseminated to each local program for use with the Self-Study Model. In addition, four instruments are attached for personal self-study by local supervisors, counselors, and teachers. The attached are examples of instruments that can be utilized to collect personal development data and may be reproduced for local use.

The major purpose of the Self-Study Model is to faciliate local evaluation and planning. If you have questions about the Model or need additional assistance in instrument selection and/or design, please contact us.

Encl: Supervisory Attitudes
Inventory of Self-Actualizing Characteristics
Interpersonal Check List
Student-Content Teaching Inventory

SELF-STUDY PLAN

Introduction

The State Department of Education, Adult Education Service has contracted with the School of Education, Virginia Commonwealth University to conduct a State-wide evaluation of the Adult Basic Education Program. A special feature of this evaluation is to assist local programs in undertaking a self-study process. The goals, model, requirements, and responsibilities for conducting such a self-study process are outlined below.

Goals

The three broad goals of local program self-study are:

1. To develop a systematic and on-going process of diagnosing local program needs that can be responded to with local resources.
2. To develop, implement, and monitor local action plans in response to local program needs.
3. To encourage local programs to strengthen themselves by their own affirmative action.

Model

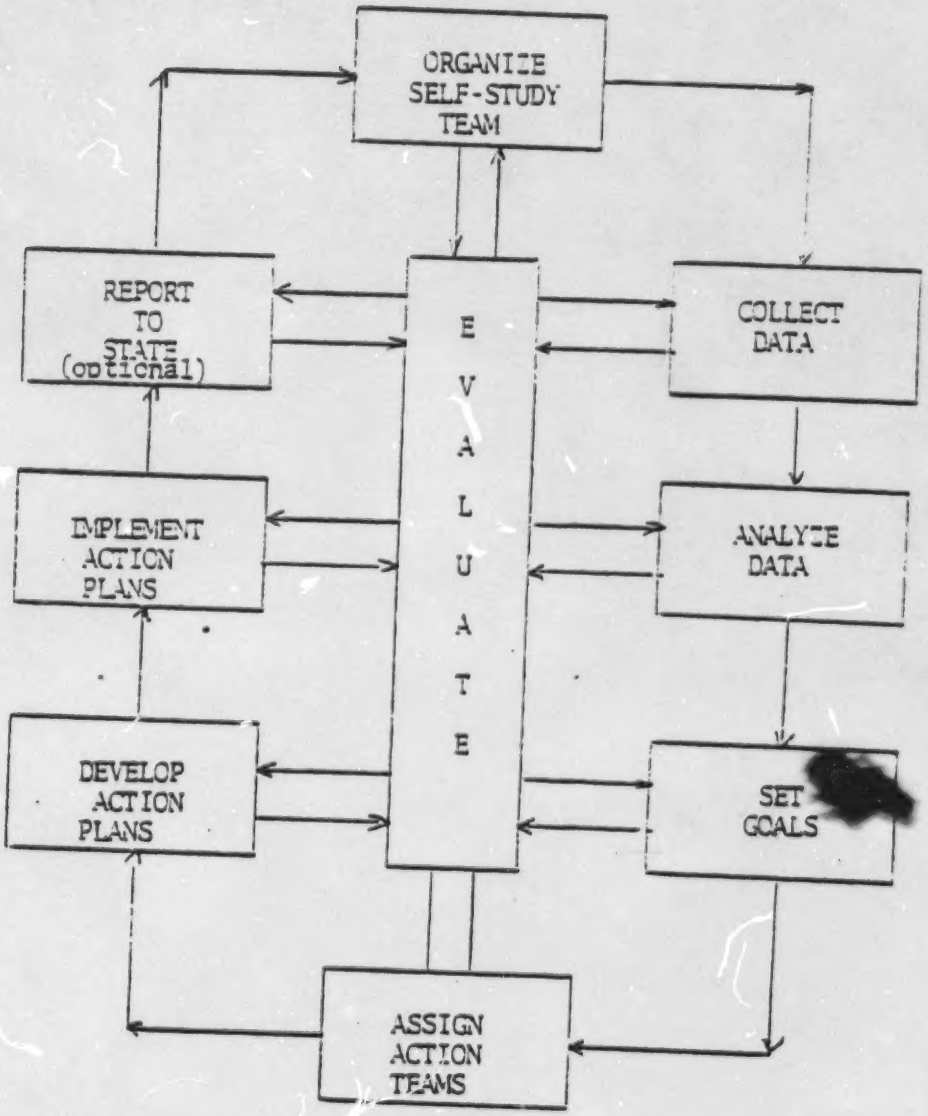
The model represents a simple process that is designed to make the most out of easily available sources of information and to generate full commitment from all staff members by their active participation in the process. Each step in the self-study process is discussed below.

Organize Self-Study Team

Local ABE Supervisors are tasked with insuring that self-study teams are organized, that each program participates in the self-study

Figure 1

SELF-STUDY MODEL



process, and that periodic reports about self-studies are made to the State Adult Education Service. Local supervisors may elect to have each program under their supervision conduct individual self-studies or they may choose to combine various programs in cooperative self-studies.

The first step in the self-study process is to select a self-study team. Membership in self-study teams should not be limited to ABE staff, but should include interested members from the community along with persons having special skills. When local ABE Advisory Committees exist, member of these committees should be included in the self-study team.

ABE staff membership on the team should be drawn from all the various positions involved in ABE. Staff membership should include part-time and full-time employees, volunteers and paid staff, professional and paraprofessional, students at various learning levels, and former students who have completed an ABE program.

The specific tasks of the self-study team are:

1. Become familiar with the model for self study along with the particular steps and responsibilities identified in it.
2. Implement a self-study process
3. Derive developmental or change goals.
4. Assign responsibilities for developing and implementing action plans based on prioritized goals.
5. Monitor and evaluate the self-study process.

Collect Data

In collecting data it is usually helpful to look at the program at three levels:

- individual
- group
- program

There are certain concerns which are quite individual in nature. These concerns derive from questions like: How well am I doing my job? What would I like to know more about? What new responsibilities would I like to have? what changes would I like to make in my own job? What job goals have I set for myself for the next six months? Next year?

Each of the special groups in our ABE programs have special concerns which they share in common. Full-time staff have concerns which differ from part-time staff and volunteers. Teachers have different concerns than do counselors and recruiters. The concerns of supervisors are not the same as those of coordinators. And, of course, students have their own special world of concerns.

In developing a list of concerns, each self-study team will want to help all the individuals in the program look at themselves and evaluate their current levels of performance and satisfaction and to develop some goals and strategies for their own growth and development. The self-study team will also want to help all the special groups in the program analyze their needs and desires for change. And finally, the self-study team will want to look at its program's overall goals and general effectiveness.

Each ABE program must finally be examined as a unit. What are the short- and long-term goals of the whole program? How are we viewed by the community?

How do we relate to other ABE programs? How do we relate to the State Department of Education?

Data must be collected in order to identify developmental goals. Some methods for beginning to generate data are suggested below.

Brainstorming

Prior to any formal data collection, the self-study team can use itself as a resource and develop a preliminary list of concerns by brainstorming. A recommended process for brainstorming is:

1. Set a time limit of 10 minutes for the development of an initial list of concerns.
2. Work initially in small groups of no more than six people.
3. Record lists on newsprint. Do not evaluate or discuss input from group members. Just record!
4. At end of 10 minutes, combine small groups. Now clarify inputs and develop a single list of concerns.

Structured Interviews

Another simple and direct way for collecting data is to develop a series of questions focused on some particular group or particular problem. interviews can be conducted in person or by telephone. The advantage of this method is that valuable information is obtained which may not specifically result from some question asked.

Records and Reports

A wide variety of information is available to ABE programs through the analysis of available records and reports. In particular, the reports

made by local supervisors to the Adult Education Service may be analyzed to discuss trends in enrollment, participation, student characteristics, and program impact.

Where local programs keep records of the time during which students use instructional facilities, local trends in student activity or availability can be identified. In addition to information available from local and State records, there are available a variety of studies and evaluation reports related to Virginia's ABE Program. Some of the more significant such reports are:

Adult Education Research Development and Disseminations. Proceedings of the 1976 Virginia ABE Dissemination Conference.

A Survey of Competencies Needed and In-Service Problems of Adult Basic Education Teachers in Virginia. VPI, 1976.

An Evaluation of Adult Basic Education in Virginia. VCU, 1971.

Additional information will also be available to local programs from the 1977-78 State-wide evaluation project.

Analyze Data

The way that data is analyzed in each program will depend on the way the data was collected and the degree of familiarity that staff members have with statistical methods. But regardless of how data is collected or analyzed, the purpose of analysis is to determine what the data means. An informal process for doing this is outlined below.

1. Summarize

   How many responses were collected? How many responses are the same?

2. Compare

   How do responses differ? How do different categories of people respond, e.g., teachers vs. counselors?

3. Weigh.

How important are similiarities and differences? How important is any single piece of information, e.g., that 60% of ABE students attend centers fewer than four times a year?

As data is analyzed problem areas begin to emerge. Often these problems may be too extensive, too involved, are simple beyond the immediate resources of a program to attempt to resolve. But broad problems can usually be broken down into specific goals which are manageable and which are within program resources.

Set Goals

Goals should be specific and include a time reference. Let's look at a few examples:

1. To increase by 1/3 the number of Black males under 30 in our program by June 30.
2. To establish a seven member ABE Advisory Committee by January 1.
3. To cut by 1/5 the current dropout rate from our program by April 30.

Once goals have been stated, it is still necessary to decide which ones have the highest priority. In assigning priorities, importance, feasibility, and degree of difficulty should be considered. Goals should be assigned to action teams. These teams should then be tasked to develop and implement action plans. The self-study team serves as the information center for the entire self-study process. As such, it will approve and monitor all action plans.

Make Action Plans

Action plans should be simple and direct. Attention must be given to available human and material resources. One way to expand these resources is to include members of the larger community on action teams.

Looking at the first goal listed above, it becomes evident that there is probably no end to the different plans or strategies that might be used to reach the goal. For example, an advertising campaign might be launched using a variety of media. Or the cooperation of key community figures might be obtained. Another plan might be to combine ABE wtih some form of athletic competition. Or again, it may be that we just don't know enough about the 30 and under age group and need to conduct a series of in-depth interviews.

Whatever the action plan may be, it must be acceptable to the values implicit and explicit in the ABE program. It must also be feasible within the constraints of existing and future resources.

The important features of an action plan are:

1. The clear and precise identification of a goal.
2. The planning of a precise strategy for reaching the goal.
3. The assignment of responsibilities.
4. The identification of checkpoints or milestones.
5. The provision for continuous rearrangement of the plan in light of its performance.

Implement Action Plans

Action plans are developed and implemented by action teams. Such teams should be sensitive to the following questions:

1. Have we planned well enough? Are we ready to take action?
2. As the plan is implemented, are unanticipated and undesirable side effects being created?
3. Is it becoming apparent that the expected "pay-off" isn't worth the effort?

The action phase of self-study should be a continuous process of action, data gathering, team reassessment, action planning, action, etc.

Evaluation

Evaluation in the self-study model is an on-going process. Each step of the process should be revised in progress. Such on-going evaluation should be naturally accomplished through discussions in the self-study team and the action teams.

Evaluation as a final step in the self-study process is an attempt to measure results. Such evaluation can be accomplished only to the degree that the goal of the action plan was stated very concretely and specifically.

One caution! Evaluation is not intended to emphasize failure. Evalution should be viewed in the positive sense of bringing to light possibilities for change and growth.

Summary

The model for self-study presented above, along with the narrative, is intended to serve as a guide to self-directed program improvement. It is a data-based, problem-solving model that is intended to establish in each ABE program an on-going series of events and actions. Self-study is a process by which ABE staff can study their problems and increase the quality of program performance.

APPENDIX B

Tables of APL Survey Data Results

Table 92. APL State Report by Content

Content Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Community Resources	1	Envelope	93	88	Mean: 5.9
	2	Public Health Department	92	83	Std. Dev.:
	3	Library Use	89	80	1.5
	4	Cost of Swimming Lesson	87	79	Rating:
	5	Social Security Number Application	84	90	Average
	6	Right of Way	61	46	
	7	Bus Schedule	52	51	
	8	Road Map	75	67	
Occupational Knowledge	9	Help Finding Job as Sales Clerk	80	64	Mean: 4.6
	10	Employers Rules and Policies	89	90	Std. Dev.:
	11	Job Benefits	78	65	1.9
	12	Part-Time Work Scheduling	75	69	Rating:
	13	Job Application	80	64	Average
	14	Employment Agency Fee	53	43	
	15	Job Ads	62	47	
	16	Open Shop	48	22	
Consumer Economics	17	Life Insurance Chart	90	87	Mean: 4.8
	18	House Termite Inspection	88	88	Std. Dev.:
	19	Credit Check	78	64	1.7
	20	Bait and Switch	57	43	Rating:
	21	Sale Rationale	68	71	Average
	22	Fuel Reduction	51	42	
	23	Household Heat/Oil Consumption	44	34	
	24	Budget	51	51	
Health	25	Blown Fuse	75	64	Mean: 5.1
	26	Calories	71	64	Std. Dev.:
	27	Birth Control Devices	71	58	1.7
	28	Cigarette Carcinogen Content	68	58	Rating:
	29	Absence Note to Teacher	70	64	Average
	30	Emergency Phone List	91	88	
	31	Federal Food and Drug Laws	68	52	
	32	Prescription Label	60	58	
Government and Law	33	Availability of Lawyers	89	79	Mean: 4.2
	34	Taxes and Services	86	69	Std. Dev.:
	35	Majority Needed to Pass Bill	82	71	1.9
	36	Primary Election	68	47	Rating:
	37	Lease	61	54	Below
	38	Letter to Congressman	52	37	Average
	39	Parole	42	33	
	40	Rights After Arrest (Miranda)	39	29	

Table 93. APL State Report by Skill

Skill Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Identification	6	Right of Way	61	46	Mean: 3.0
	16	Open Shop	48	22	Std. Dev.:
	19	Credit Check	78	64	1.5
	31	Federal Food and Drug Laws	68	52	Rating:
	34	Taxes and Services	86	69	Below
	36	Primary Election	68	47	Average
Reading	7	Bus Schedule	52	51	Mean: 5.8
	8	Road Map	75	67	Std. Dev.:
	10	Employers Rules and Policies	89	90	1.9
	15	Job Ads	62	47	Rating:
	17	Life Insurance Chart	90	87	Average
	18	House Termite Inspection	88	88	
	27	Birth Control Devices	71	58	
	28	Cigarette Carcinogen Content	68	58	
	40	Rights After Arrest (Miranda)	39	29	
Writing	1	Envelope	93	88	Mean: 5.4
	5	Social Security Number Application	84	90	Std. Dev.:
	13	Job Application	80	64	1.6
	24	Budget	51	51	Rating:
	29	Absence Note to Teacher	70	64	Average
	30	Emergency Phone List	91	88	
	37	Lease	61	54	
	38	Letter to Congressman	52	37	
Computation	4	Cost of Swimming Lesson	67	79	Mean: 4.9
	12	Part-Time Work Schedule	75	69	Std. Dev.:
	14	Employment Agency Fee	53	43	2.2
	22	Fuel Reudction	51	42	Rating:
	23	Household Heat/Oil Conservation	44	34	Average
	26	Calories	71	64	
	32	Prescription Label	69	58	
	35	Majority Needed to Pass Bill	82	71	
	39	Parole	42	33	
Problem Solving	2	Public Health Department	92	83	Mean: 5.5
	3	Library Use	89	80	Std. Dev.:
	9	Help Finding Job as Sales Clerk	80	64	1.9
	11	Job Benefits	78	65	Rating:
	20	Bait and Switch	57	43	Average
	21	Sale Rationale	68	71	
	25	Blown Fuse	75	64	
	33	Availability of Lawyers	89	79	

Table 94. APL ABE Program Report by Content

Content Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Community Resources	1	Envelope	93	88	Mean: 5.8
	2	Public Health Department	92	83	Std. Dev.: 1.7
	3	Library Use	89	80	
	4	Cost of Swimming Lesson	87	78	Rating: Average
	5	Social Security Number Application	84	89	
	6	Right of Way	61	45	
	7	Bus Schedule	52	52	
	8	Road Map	75	68	
Occupational Knowledge	9	Help Finding Job as Sales Clerk	80	63	Mean: 4.6
	10	Employers Rules and Policies	89	89	Std. Dev.: 1.9
	11	Job Benefits	78	63	
	12	Part-Time Work Scheduling	75	70	Rating: Average
	13	Job Application	80	64	
	14	Employment Agency Fee	53	43	
	15	Job Ads	62	47	
	16	Open Shop	48	23	
Consumer Economics	17	Life Insurance Chart	90	87	Mean: 4.8
	18	House Termite Inspection	88	87	Std. Dev.: 1.8
	19	Credit Check	78	63	
	20	Bait and Switch	57	41	Rating: Average
	21	Sale Rationale	68	71	
	22	Fuel Reduction	51	43	
	23	Household Heat/Oil Consumption	44	34	
	24	Budget	51	52	
Health	25	Blown Fuse	75	63	Mean: 5.0
	26	Calories	71	64	Std. Dev.: 2.2
	27	Birth Control Devices	71	58	
	28	Cigarette Carcinogen Content	68	58	Rating: Average
	29	Absence Note to Teacher	70	63	
	30	Emergency Phone List	91	87	
	31	Federal Food and Drug Laws	68	50	
	32	Prescription Label	60	58	
Government and Law	33	Availability of Lawyers	89	76	Mean: 4.1
	34	Taxes and Services	86	66	Std. Dev.: 2.0
	35	Majority Needed to Pass Bill	82	71	
	36	Primary Election	68	46	Rating: Below Average
	37	Lease	61	53	
	38	Letter to Congressman	52	37	
	39	Parole	42	32	
	40	Rights After Arrest (Miranda)	39	28	

Table 95. APL ABE Program Report by Skill

Skill Area	Item Number	Item Descriptor	Percentage Correct Norm	Local	Summary Statistics
Identification	6	Right of Way	61	45	Mean: 2.9
	16	Open Shop	48	23	Std. Dev.:
	19	Credit Check	78	63	1.6
	31	Federal Food and Drug Laws	68	50	Rating:
	34	Taxes and Services	86	66	Below
	36	Primary Election	68	46	Average
Reading	7	Bus Schedule	52	52	Mean: 5.7
	8	Road Map	75	68	Std. Dev.:
	10	Employers Rules and Policies	89	89	2.0
	15	Job Ads	62	47	Rating:
	17	Life Insurance Chart	90	87	Average
	18	House Termite Inspection	88	87	
	27	Birth Control Devices	71	58	
	28	Cigarette Carcinogen Content	68	58	
	40	Rights After Arrest (Miranda)	39	28	
Writing	1	Envelope	93	88	Mean: 5.3
	5	Social Security Number Application	84	89	Std. Dev.:
	13	Job Application	80	64	1.7
	24	Budget	51	52	Rating:
	29	Absence Note to Teacher	70	63	Average
	30	Emergence Phone List	91	87	
	37	Lease	61	53	
	38	Letter to Congressman	52	37	
Computation	4	Cost of Swimming Lesson	87	78	Mean: 4.9
	12	Part-Time Work Scheduling	75	70	Std. Dev.:
	14	Employment Agency Fee	53	43	2.2
	22	Fuel Reduction	51	43	Rating:
	23	Household Heat/Oil Consumption	44	34	Average
	26	Calories	71	64	
	32	Prescription Label	60	58	
	35	Majority Needed to Pass Bill	82	71	
	39	Parole	42	32	
Problem Solving	2	Public Health Department	92	83	Mean: 5.4
	3	Library Use	89	80	Std. Dev.:
	9	Help Finding Job as Sales Clerk	78	63	1.9
	11	Job Benefits	78	63	Rating:
	20	Bait and Switch	57	41	Below
	21	Sale Rationale	68	71	Average
	25	Blown Fuse	75	63	
	33	Availability of Lawyers	89	76	

Table 96. APL Learning Center Report by Content

Content Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Community Resources	1	Envelope	93	90	Mean: 5.9
	2	Public Health Department	92	86	Std. Dev.: 1.5
	3	Library Use	89	80	
	4	Cost of Swimming Lesson	87	83	Rating: Average
	5	Social Security Number Application	84	93	
	6	Right of Way	61	51	
	7	Bus Schedule	52	47	
	8	Road Map	75	63	
Occupational Knowledge	9	Help Finding Job as Sales Clerk	80	69	Mean: 4.7
	10	Employers Rules and Policies	89	95	Std. Dev.: 1.7
	11	Job Benefits	78	71	
	12	Part-Time Work Scheduling	75	64	Rating: Average
	13	Job Application	80	65	
	14	Employment Agency Fee	53	42	
	15	Job Ads	62	51	
	16	Open Shop	48	18	
Consumer Economics	17	Life Insurance Chart	90	90	Mean: 4.8
	18	House Termite Inspection	88	90	Std. Dev.: 1.5
	19	Credit Check	78	68	
	20	Bait and Switch	57	47	Rating: Average
	21	Sale Rationale	68	69	
	22	Fuel Reduction	51	35	
	23	Household Heat/Oil Consumption	44	30	
	24	Budget	51	49	
Health	25	Blown Fuse	75	67	Mean: 5.2
	26	Calories	71	62	Std. Dev.: 1.8
	27	Birth Control Devices	71	59	
	28	Cigarette Carcinogen Content	68	57	Rating: Average
	29	Absence Note to Teacher	70	68	
	30	Emergency Phone List	91	92	
	31	Federal Food and Drug Laws	68	58	
	32	Prescription Label	60	59	
Government and Law	33	Availability of Lawyers	89	88	Mean: 4.4
	34	Taxes and Services	86	77	Std. Dev.: 1.7
	35	Majority Needed to Pass Bill	82	73	
	36	Primary Election	68	50	Rating: Below Average
	37	Lease	61	56	
	38	Letter to Congressman	52	35	
	39	Parole	42	35	
	40	Rights After Arrest (Miranda)	39	31	

Table 97. APL Learning Center Report by Skill

Skill Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Identification	6	Right of Way	61	51	Mean: 3.2
	16	Open Shop	48	18	Std. Dev.:
	19	Credit Check	78	68	1.5
	31	Federal Food and Drug Laws	68	58	Rating:
	34	Taxes and Services	86	77	Below
	36	Primary Election	68	50	Average
Reading	7	Bus Schedule	52	47	Mean: 5.8
	8	Road Map	75	63	Std. Dev.:
	10	Employers Rules and Policies	89	95	1.6
	15	Job Ads	62	51	Rating:
	17	Life Insurance Chart	90	90	Average
	18	House Termite Inspection	88	90	
	27	Birth Control Devices	71	59	
	28	Cigarette Carcinogen Content	68	57	
	40	Rights After Arrest (Miranda)	39	31	
Writing	1	Envelope	93	90	Mean: 5.5
	5	Social Security Number Application	84	93	Std. Dev.:
	13	Job Application	80	65	1.5
	24	Budget	51	49	Rating:
	29	Absence Note to Teacher	70	68	Average
	30	Emergency Phone List	91	92	
	37	Lease	61	56	
	38	Letter to Congressman	52	35	
Computation	4	Cost of Swimming Lesson	87	83	Mean: 4.8
	12	Part-Time Work Scheduling	75	64	Std. Dev.:
	14	Employment Agency Fee	53	42	2.1
	22	Fuel Reduction	51	35	Rating:
	23	Household Heat/Oil Consumption	44	30	Below
	26	Calories	71	62	Average
	32	Prescription Label	60	59	
	35	Majority Needed to Pass Bill	82	73	
	39	Parole	42	35	
Problem Solving	2	Public Health Department	92	86	Mean: 5.8
	3	Library Use	89	80	Std. Dev.:
	9	Help Finding Job as Sales Clerk	80	69	1.6
	11	Job Benefits	78	71	Rating:
	20	Bait and Switch	57	47	Average
	21	Sale Rationale	68	69	
	25	Blown Fuse	75	67	
	33	Availability of Lawyers	69	68	

Table 98. APL DIAL Center Report by Content

Content Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Community Resources	1	Envelope	93		Mean: 6.0
	2	Public Health Department	92		Std. Dev.: 1.73
	3	Library Use	89		Rating: Average
	4	Cost of Swimming Lesson	86		
	5	Social Security Number Application	84		
	6	Right of Way	61		
	7	Bus Schedule	52		
	8	Road Map	75		
Occupational Knowledge	9	Help Finding Job as Sales Clerk	80		Mean: 5.0
	10	Employer's Rules and Policies	89		Std. Dev.: 1.33
	11	Job Benefits	78		Rating: Average
	12	Part-Time Work Scheduling	75		
	13	Job Application	80		
	14	Employment Agency Fee	53		
	15	Job Ads	62		
	16	Open Shop	48		
Consumer Economics	17	Life Insurance Chart	90		Mean: 5.6
	18	House Termite Inspection	88		Std. Dev.: 1.46
	19	Credit Check	78		Rating: Average
	20	Bait and Switch	57		
	21	Sale Rationale	68		
	22	Fuel Reduction	51		
	23	Household Heat/Oil Consumption	44		
	24	Budget	51		
Health	25	Blown Fuse	75		Mean: 5.9
	26	Calories	71		Std. Dev: 1.95
	27	Birth Control Devices	71		Rating: Average
	28	Cigarette Carcinogen Content	68		
	29	Absence Note to Teacher	70		
	30	Emergency Phone List	91		
	31	Federal Food and Drug Laws	68		
	32	Prescription Label	60		
Government and Law	33	Availability of Lawyers	89		Mean: 4.8
	34	Taxes and Services	86		Std. Dev.: 1.18
	35	Majority Needed to Pass Bill	82		Rating: Average
	36	Primary Election	68		
	37	Lease	61		
	38	Letter to Congressman	52		
	39	Parole	42		
	40	Rights After Arrest (Miranda)	39		

Table 99. APL DIAL Center Report by Skill

Skill Area	Item Number	Item Descriptor	Percentage Correct Norm	Percentage Correct Local	Summary Statistics
Identification	6	Right of Way	61		Mean: 3.3
	16	Open Shop	48		Std. Dev.: 1.59
	19	Credit Check	78		Rating: Below Average
	31	Federal Food and Drug Laws	68		
	34	Taxes and Services	86		
	36	Primary Election	68		
Reading	7	Bus Schedule	52		Mean: 6.0
	8	Road Map	75		Std. Dev.: 1.79
	10	Employers Rules and Policies	89		Rating: Average
	15	Job Ads	62		
	17	Life Insurance Chart	90		
	18	House Termite Inspection	88		
	27	Birth Control Devices	71		
	28	Cigarette Carcinogen Content	68		
	40	Rights After Arrest (Miranda)	39		
Writing	1	Envelope	93		Mean: 5.7
	5	Social Security Number Application	84		Std. Dev.: 1.56
	13	Job Application	80		Rating: Average
	24	Budget	51		
	29	Absence Note to Teacher	70		
	30	Emergency Phone List	91		
	37	Lease	61		
	38	Letter to Congressman	52		
Computation	4	Cost of Swimming Lesson	87		Mean: 5.8
	12	Part-Time Work Scheduling	75		Std. Dev.: 2.01
	14	Employment Agency Fee	53		Rating: Average
	22	Fuel Reduction	51		
	23	Household Heat/Oil Consumption	44		
	26	Calories	71		
	32	Prescription Label	60		
	35	Majority Needed to Pass Bill	82		
	39	Parole	42		
Problem Solving	2	Public Health Department	92		Mean: 6.6
	3	Library Use	89		Std. Dev.: 1.42
	9	Help Finding Job as Sales Clerk	80		Rating: Average
	11	Job Benefits	78		
	20	Bait and Switch	57		
	21	Sale Rationale	68		
	25	Blown Fuse	75		
	33	Availability of Lawyers	89		

Table 100. APL Survey Cumulative Statistics

Group	Mean	Standard Deviation	Rating
State-wide Summary	24.54	7.42	Below Average
ABE Program Summary	24.36	7.64	Below Average
Learning Center Summary	25.14	6.36	Below Average
DIAL Program Summary	27.33	6.94	Average

* *
* The activity which is the subject of this *
* report was supported in whole or in part *
* by the U.S. Office of Education, Department *
* of Health, Education, and Welfare. However, *
* the opinions expressed herein do not neces- *
* sarily reflect the positions or policy of *
* the U.S. Office of Education, and no offi- *
* cial endorsement by the U.S. Office of *
* Education should be inferred. *
* *